

## Point of View

By Patricia Nelson Limerick

**Y**OU ARE, let's say, a historian of the United States. You are a busy person; classes, research, and committees keep you hopping. Adding to your burden is a flood of new books and articles, many of them on topics related to racial and ethnic groups. Historical scholarship is becoming steadily more multicultural, while your time to read is becoming steadily more limited. Consider your choices:

**Choice 1:** You can say to your students, your colleagues, and the world: "Look, I am doing the best I can, but people are publishing books and articles faster than I can read them. A lot of this material treats subjects that are new to me, and I feel sometimes as though I've been sent back to graduate school. I just can't keep up, and that makes me uncomfortable and embarrassed."

**Choice 2:** You can say, "I am very troubled by the threat to national unity posed by multicultural studies. By paying so much attention to the history of minorities and women, we are putting traditional American values under dangerous stress and sowing divisiveness. We must resist this alarming trend toward fragmentation and return to the study of our common heritage."

These statements seem to be very different, but they are actually two ways of saying the same thing, two ways of conveying a similarly grumpy response to the same dilemma. Choice 1 has its charms: The relief of public confession, the disarming power of honesty, and the chance for solidarity with equally beleaguered readers. But that choice seems to require an unambiguous sacrifice of professional dignity. If, instead, you take Choice 2, you can keep your dignity safe behind the protective camouflage of the wise and reflective expert, rendered grumpy not for your own benefit, of course, but on behalf of a troubled nation.

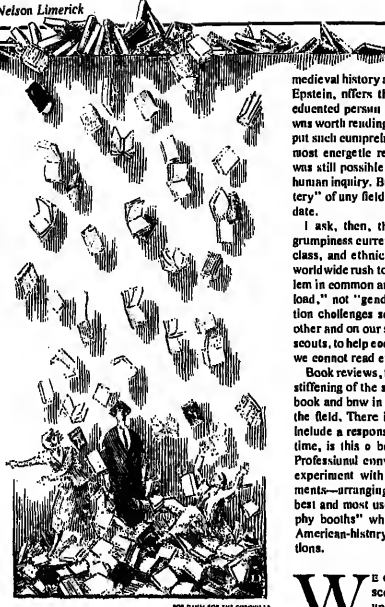
Grumpiness, I would argue, is the natural right of the overworked. Current conditions in universities and colleges give professors a full and inarguable claim to this right. But with it comes responsibility: the responsibility to identify clearly the source of one's bad humor.

To the current "culture wars" over canons, political correctness, and multiculturalism, the right to express ill temper has been freely exercised. But the accompanying responsibility to identify its cause has had considerably fewer adherents.

Traced to their source, many of the complaints about multiculturalism stem from the fundamental fact that there is too much to read. Even if, for instance, one decided that American history was essentially the history of white people, and of powerful white male officials at that, the enterprise of keeping up would still be hopeless. One faces biographies of Presidents, cabinet members, diplomats, generals, Senators, Congressmen, lobbyists, and Supreme Court Justices; studies of foreign and domestic policy making by Presidents and Congress; monographs analyzing legislation, litigation, and diplomatic maneuvering. Reading one year's worth of scholarship in these areas would be a lifetime assignment.

The refrain, "I cannot keep up with my readings" has traditionally been the melancholy song of the student, often the mediocre student. A professional confession of shared sin—"You can't keep up with the reading? Well, my goodness, we've got something in common; I can't either!"—would seem to encourage the students in their worst habits.

Happily for me, the first professor that I had as an undergraduate—Jasper Rose at the University of California at Santa Cruz in the fall of 1968—was a man who had made his peace with the dilemma of the late-20th-century scholarly reader, while losing nothing in the way of authority. In a phrase I've remembered for years, Mr. Rose laid out the facts in his first lecture in a course on Western civilization: "Cataclysms and cataclysms of books," he told us, "are flooding off the presses. Pick any field you like, decades, but you will never catch up."



## Information Overload Is a Prime Factor in Our Culture Wars

Mr. Rose did not mean this to be a message of gloom, but of realism. "You have already lost this race," he told us, "so don't trouble yourselves about winning it. Just keep reading."

Even as I welcomed this advice in 1968, forces were at work that have deepened my gratitude. Colleges and universities have sanctified research as the measure of merit; everywhere, pressure to publish has risen. Social issues raised by events in the 1960's have dictated that much of that research would focus on groups previously treated as invisible and insignificant.

Thus the "cataclysms and cataclysms of books pouring off the presses," already at flood-tide when Jasper Rose gave his lecture, have since grown in volume. And, in ways that Mr. Rose may or may not have seen coming, the dimensions of this waterfall would widen. In American history, studies of Indian, Hispanic, African-American, and Asian-American people, along with workers and women of all ethnicities, poured into a channel already filled with studies of more conventional topics.

In the 1990's, barely a day passes when I do not have a fit of gratitude for Mr. Rose's warning and for the example he set. Without it, I might think that my miserable failure to keep up was just a sign of how poorly I managed my time. Worse, without his example, I might labor under the widespread misconception that admitting my frailties in public would weaken my authority as a teacher.

Authority need not erode; the modern reader's dilemma is simply too common a phenomenon to occasion shame and self-reproach. When did it become impossible to keep up with one's reading? My colleague in

medieval history at the University of Colorado, Steven Epstein, offers this estimate. In 1700, he thinks, an educated person in Western Europe could read what was worth reading. By 1800, a flood of publications had put such complacency out of reach, even for the most energetic readers. As late as 1900, however, it was still possible to keep up with a particular field of human inquiry. But now, close to the year 2000, "mastery" of any field is a dream one hundred years out of date.

I ask, then, that we recognize that much of the grumpiness currently aimed at studies of gender, race, class, and ethnicity is, in fact, a response to a vast, worldwide rush to publish information. We face a problem in common and its real name is "information overload," not "gender and ethnic diversity." The situation challenges scholars to find ways to rely on each other and on our students, ways to serve each other as scouts, to help each other select what we will read since we cannot read everything.

Book reviews, for instance, could certainly use some stiffening of the spine. Too many simply summarize a book and bow in the direction of its "contribution" to the field. There is no reason why reviews could not include a response to the question, "If one is short on time, is this a book worth reading, and if so, why?" Professional conventions and conferences also could experiment with ways to help scholars share judgments—arranging opportunities to swap lists of "the 20 best and most useful books" or setting up "bibliography booths" where teachers of courses such as the American-history survey could trade ideas and suggestions.

**W**E COULD trust our talented students as scouts. Once trained in the intelligent appraisal of scholarship, they could read books that their teachers have not read and then write reviews that serve a useful purpose besides fulfilling a course requirement. Professors, graduate students, and undergraduates could all files to each other in ways that we have not yet imagined.

For decades, many fields of scholarship paid little attention to the existence of women and minorities. One cannot expect the shifting of gears to be smooth or graceful, and some of the complaints about multiculturalism today reflect the discomfort of this transition. But American society is already oversupplied with ill temper on the subject of race and gender. In most of their debates over multiculturalism, scholars have simply added to an already overflowing reservoir of national grumpiness. Meanwhile, unaltered by those debates, the list of things that one ought to read grows like a blob in a horror movie.

An honest admission of this close-to-universal frustration would dispel much of the bad humor that currently favors discussions of multiculturalism in history, literature, and many other fields. The bad humor reduced, the good news comes to the fore: A multicultural approach is, simply, a more accurate way of telling and interpreting the planet's complicated stories. In the intertwined stories of people of diverse origins and perspectives lies the basis of our true national and global identity. Time spent lamenting the fact that there are many pieces to the puzzles of history, society, economics, literature, art, and religion is time that we cannot spend in putting the pieces of the puzzle together.

Let us, then, take Choice 1 and make a collective, open admission of the hopelessness of the late-20th-century reader's task. That admission made, we are released from the burdens of denouncing the politically correct and incorrect, of wrestling over property rights to various fields of inquiry, of yearning for the restoration of a golden age of national harmony that never existed. With the time and energy thus liberated, we may actually have a chance to read.

Patricia Nelson Limerick is professor of history at the University of Colorado at Boulder.

# THE CHRONICLE

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## Quote, Unquote

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"Most colleges and universities are really taking it on the chin these days."

A vice-president of the American Council on Education: A25

"Like all distinctive anthropological moments, conventions help us celebrate the comings and goings in our lives that give special delight, special pain."

A professor, on the annual rite of the scholarly meeting: C5

"We're being squeezed. We're faced now with clashing facilities, dropping program directions."

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"We have done our best to fashion a good bill within the constraints of our budget allocations."

Rep. William H. Natcher, on a bill that will cut Pell Grants: A18

"We have always needed more places where students learn the hard and bitter of life. Just as they then can outgrow the tyranny of liberal arts on their own terms."

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"I can't imagine how many Nobel Prize winners have died unawarded in the inner city."

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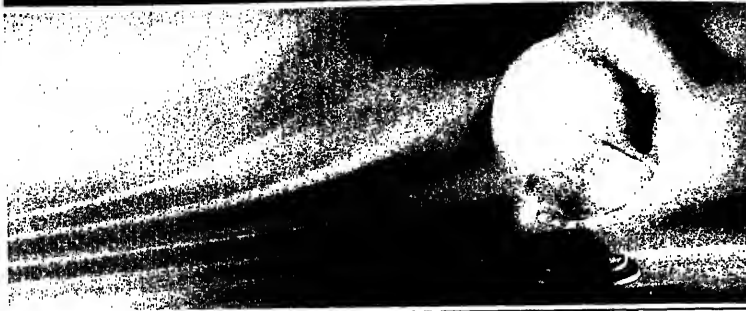
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## This Week in The Chronicle

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Michel Oksenberg of the East-West Center

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## MARGINALIA

Announcement at the University of Alabama:

**FACULTY FORUM**  
FERGUSON THEATRE  
"A faculty forum will be held to discuss the proposed changes in the grading policy and the proposed addition to the core curriculum. All interested faculty are invited to attend."  
The place was packed, we hope.

Memo to deans, department chairpeople, and administrative officers at the University of California at Berkeley, from the Committee on Public Ceremonies:  
"The 1992-93 academic year is officially the 125th anniversary year of the University of California, and it is especially Berkeley's 125th anniversary....  
"The 125th Anniversary is an infrequent opportunity to highlight positive contributions of the University of California and the Berkeley campus in particular."  
So infrequent, notes a reader, it will never happen again.

Headline over an editorial in the *Los Angeles Daily*:  
VOTE ON YOU WILL LOOSE OUT  
To us, that sounds like a pretty nice alternative.

From our very own newspaper:  
"One evening in July, a truck carrying about 25 guerrillas entered the archaeologists' compound and knocked on the windows of their quarters."  
And after it knocked, it pinged?

From *Nature* magazine, as quoted in *The Chronicle*:  
"[I]t is important for understanding what precisely Galileo may have been able to see of the solar system in the late 17th century."  
A reader notes that since Galileo died in 1642, he may have had an angel's eye view.

Picture caption in *The Auburn* [University] *Post-Newsweek*:  
"State workers donned protective gear to investigate a site in Opelika in which hazardous levels of lead, arsenic and acrimony were found."  
Protective gear won't shield you from that.

From *The Syracuse* [University] *Record*:

"The Syracuse University Campus states that it is 'designed to prioritize the aspirations of the institution in accordance with its central mission.'"  
And make the rough places plain?

—C.O.

## In Brief

## Campus controversy over Sister Souljah



NORMAL, ALA.—Sister Souljah has sparked a controversy at Alabama Agricultural and Mechanical University without even opening her mouth.  
The 21st Century Youth Lead-

## Landmark bias case is settled by Penn

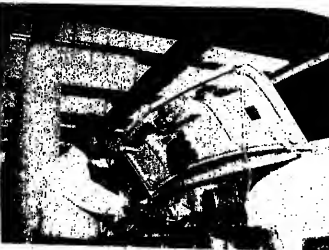
PHILADELPHIA—The woman whose discrimination complaint against the University of Pennsylvania led to a landmark Supreme Court decision has reached an out-of-court settlement with the university.

The case arose from a sex- and race-discrimination complaint filed with the Equal Employment Opportunity Commission in 1986 by Rosalie Tung. A former associate professor of Pennsylvania's Wharton School, Ms. Tung was denied tenure there. When the case was postponed, she reviewed files in the case, the university re-

## Florida unveils

## first solar carport

TAMPA, FLA.—The University of South Florida's College of Engineering has unveiled the nation's first solar carport for electric vehicles. The 2,400-square-



The Chronicle of Higher Education (from top right) is published weekly, except the third week in August and the last two weeks in December, at 1255 Twenty-Third Street, N.W., Washington, D.C. 20037. Subscription rate: \$47.50 per year. Second-class postage paid at Washington, D.C., and at additional mailing offices. Copyright © 1992 by The Chronicle of Higher Education. Printed in the United States of America. Postmaster: Send address changes to The Chronicle of Higher Education, P.O. Box 1015, Marlow, Ohio 43026. Material will be returned to the sender if not addressed to the publisher. The Chronicle reserves the right not to accept an advertiser's order. Any publication of an advertisement shall constitute final acceptance of the advertiser's order.

ership Project, a community organization in Selma that runs a summer camp for black teenagers on the A&M campus, had scheduled the rap singer to appear at the campus last month.

But the university said it never approved her visit and decided she couldn't perform.  
"We were alerted that she was coming two days before she was going to perform," said John T. Gibson, vice-president for business and finance. Mr. Gibson said it was too late for the university to buy insurance for a show.

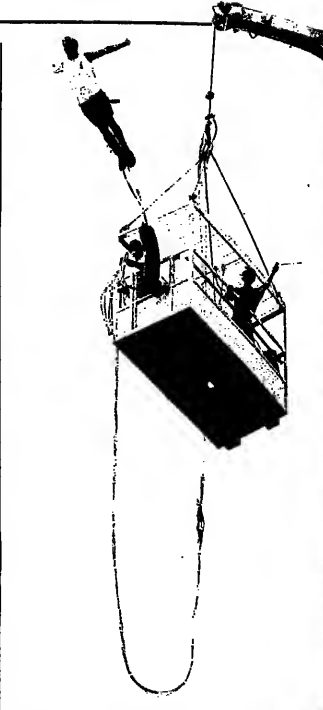
The directors of 21st Century, however, said they had alerted the university to Sister Souljah's appearance several months ago. Officials of the group said the university was merely trying to stifle Sister Souljah's message.

The university eventually approved the visit, provided that Sister Souljah would speak, not sing. But, as it turned out, her van broke down and she never made it to the campus.

fused to release them, citing its policy of confidentiality. After a federal court ordered Pennsylvania to open its files, the university appealed to the Supreme Court.

The Court's ruling, which stated that universities could not withhold confidential peer-review documents from the EEOC, dealt a blow to a long-standing academic tradition. Mr. Tung, now professor of Omaha's Seward Fraser University, was pleased with the ruling. Her case, however, ended only with the recent settlement. Lawyers for both parties said that under the settlement terms, they had agreed not to discuss any financial award. The university also agreed to Ms. Tung's request that it publish a statement calling its review of her case "flawed."

foot carport serves as a charging station for cars and vans. Financed in part by the U.S. Energy Department, it has panels on its roof that can produce up to 20,000 watts. Below, Elias K. Stefanos, chairman of the electrical engineering department, plugs in an electrical cord to charge a van's battery.



## University allows bungee jumping on campus

DAYTON, OHIO—Wright State University has taken the plunge into the business of bungee jumping, the newest thrill for adrenaline junkies that is fast gaining popularity around the country.

Last month Bungee Over Ohio, a jumping company, began selling leaps on the campus to students and others who paid \$69 to touch themselves to a giant rubber band and leap from a platform held 150 feet above a lake. The bungee-jumping company, owned by the son of the chairman of Wright

State's governing board, is believed to be the first to operate a college campus.

Wright State will receive 10 percent of the gross receipts from the first 1,000 jumps each month and 20 percent from all subsequent jumps.

All jumpers must sign a waiver giving their right to sue the company or the university in the event they are injured. The state, which licensed by the state, which inspects and regulates amusement rides.

## Administrator stole

## \$328,000 in aid

NEWARK, N.J.—The former director of graduate studies at the New Jersey Institute of Technology has pleaded guilty to stealing more than \$326,000 in financial-aid funds by falsifying applications and extorting money from students.

Dino S. Sethi said he had re-

ceived the bulk of the money in the form of student financial-aid forms for students who had applied for aid. Mr. Sethi, 47, left the institute in 1990, after having received \$46,000 from Palmdale, Calif., graduate students by telling them an error had to be returned and they would have to return a portion of their grant money. Mr. Sethi then used the money to open bank accounts in 12 states and Switzerland. He faces a charge of mail fraud.

## Judge decides on privacy case

NEWTON — Although Rutgers University was admonished by a federal judge for publicly posting students' Social Security numbers, the court upheld the university's right to use the numbers for administrative purposes.

The decision, by U.S. District Judge H. Lee Sarokin, came in response to a lawsuit filed by six current and former Rutgers students, who claimed that the institution had violated students' privacy rights by misusing their Social Security numbers.

The suit, which asked the court to bar Rutgers from further use of the numbers, claimed that the uni-

versity had been careless in distributing the numbers, allowing them, for example, to be used on class rosters that could be circulated or posted.

In his decision, Judge Sarokin ordered Rutgers to stop allowing distribution of the numbers, saying the practice "infringes my student to decide another student's grades, obtain a credit report, etc." But he affirmed the university's right to use the numbers for routine administrative functions such as billing and registration. He said banning their use would be a "drastic disruption" to the business of the university.

In a statement, Rutgers said the university would continue to use Social Security numbers for certain functions but would be sensitive to students' privacy.

## Gun-shop owner

## angers university

DADESBURG, FLA.—Officials at the University of Florida are angry that a gun-shop owner has sent letters to parents urging them to buy arm guns to help protect their children.

The past two years, eight students have been killed near the campus. Five of those victims were murdered in an August 1990 killing spree.

John Tatum (right), president of the National Rifle and Gun Shops in Miami, sent letters to the parents of 2,100 freshmen and sophomores, advertising the \$99.95 Bushmaster, a 60,000-volt stun gun that is disguised as an umbrella.

"I was trying to provide a service to prevent another student from being hurt or killed," said Mr. Tatum.

Mr. Tatum bought a list of students' names and addresses from the university. The institution is prepared to supply the addresses



STUN GUN FOR THE FUTURE



## Miniature golf course is part of class project

60 miles from the campus. John Heim (above), who will be a junior this fall and is majoring in business and finance, took out a \$200,000 loan to buy land to build and operate the 40-acre course, which he named Pebble Creek.

## PORTRAIT

## A Career Spent Teaching Life's 'Bread and Butter'



Marvin J. Feldman: "Research institutions and the four-year liberal-arts colleges have their place for some, but most of them are poor imitations of educational institutions."

By DEBRA E. BLUM

NEW YORK  
Marvin J. Feldman, who will retire in September after 20 years as president of the Fashion Institute of Technology, says he can walk into the campus cafeteria and pick out which students are fine-arts majors. "They are not lumpy campers," he says. "They have this snail and it shows."

By contrast, he explains, the students majoring in more applied fields such as fashion design or industrial design are confident, motivated, and vigorous.

Mr. Feldman, a dedicated advocate of vocational education, even uses Jesus Christ to further his point. He says it is no coincidence that Christ, a carpenter, was an artisan with an applied skill.

"These are the people that make and create things and advance society," Mr. Feldman says. "These are also the people to whom much of what we call higher education fails to speak."

## 'Poor Imitations'

"This is only the beginning for Mr. Feldman, whose round face turns redder and redder against his mop of white hair as an interview with a reporter continues. He offers an apology for speaking with a bit of fervor—a condition, he says, that is left over from a successful bout against cancer last year—but it's hard to notice a hitch in his fast-paced speech.

He calls four-year, liberal-arts majors "lost souls," four-year colleges "poor imitations of educational institutions," and vocational education the "most successful producer of the movers and shakers of the world." Mr. Feldman—the man credited with transforming FIT from New York City's garment-center college for fashion design into a broad-based art, design, busi-

ness, and technology institution—is on a perpetual roll.

FIT opened its doors in 1944. Since then it has become a leader in vocational education and now boasts a 91-percent job-placement rate among its graduates. Its alumni include some of the top professionals in several industries, such as the fashion designer Calvin Klein.

While FIT, which is part of the State University of New York, is principally a two-year institution, it also offers some bachelor's and master's-degree programs.

Mr. Feldman came to FIT in 1972 after working on a high-school and college mathematics teacher and as a consultant to the precursor to the U.S. Education Department—the Department of Health, Education, and Welfare.

## 'Time for a Revolution'

Every day of his working life, Mr. Feldman says, he became more concerned about the state of education in the United States. In numerous lectures, essays, and editorials, he has railed against an educational system that he believes fails to serve the majority of the population. He has repeatedly pointed to steep high-school and college dropout rates, particularly among minority-group members, as proof of this failure.

"The American educational system has focused on the one-third of students in a college track," he wrote last year in an editorial called "It Is Time for a Revolution." It is a publication of the American Association of Community and Junior Colleges. "This works well for the small percentage who actually complete college but the rest face limited prospects for long-term productive employment and limited opportunity for lifelong learning."

The answer, he says, is vocational education. He sees it as a necessary

alternative to the traditional liberal-arts curriculum.

"Research institutions and the four-year liberal-arts colleges have their place for some, but most of them are poor imitations of educational institutions," Mr. Feldman says. "We have always needed more places where students learn the bread and butter of life first, so they then can confront the tummy of liberal arts on their own terms."

## 2-Year Immersion

When he arrived at FIT, he immediately went to work on implementing his "2 + 2" idea. The formula—which went into effect when FIT began granting bachelor's degrees in 1975—prepares students for specific careers by immersing them in their major for two years without requiring any liberal-arts courses. When students earn an associate's degree, they may apply for admission to a subsequent two-year program and earn a baccalaureate degree from FIT.

Mr. Feldman would like more institutions to follow FIT's lead. But, he says, efforts of some vocational colleges to focus more on vocational education or to offer baccalaureate degrees have been hampered by local and national attitudes about two-year education. Two-year colleges are looked down on, he says, and they are not given enough support or resources to change.

Mr. Feldman is late for his next appointment. As he hurries out the door, he answers a question about what he plans to do in his retirement. It is no surprise to hear that he doesn't plan to garden, fish, or do any of the other things typically associated with retirement.

"My Harley-Davidson has been up on blocks for a while," he says. "I'm ready to get back to riding. Maybe I'll learn how to sail. I'd like to run a carnival."



Foot-  
notes

It was those ballet lessons that Ruth S. Day took as a little girl that started her on the path toward the problem she's been studying for the past two years.

Ms. Day, a psychologist at Duke University, quit the lessons when she was 12, but she never lost her interest in dancing. Ten years ago, she began learning modern dance. Although as a child she had been "not bad" at ballet, she says, as an adult she had tremendous difficulty remembering moves. The problem intrigued the psychologist in her.

She concluded that she was having trouble because she was trying to learn the dance patterns by mentally attaching words to the moves—an approach that is much less appropriate to modern dance than to ballet, which is built on a set of specifically named movements. She tested her theory by taking up tap dancing; it came to her much more quickly. This was born a new research project.

For the last two summers, Ms. Day has been studying the American Dance Festival, which comes to the Duke campus for six weeks every June and July. Specifically, Ms. Day is examining how students and professionals memorize the movements that had stymied her.

She's still at work on the project, but she has already found that dancers tend to remember steps by using mental representations that vary according to a movement's difficulty. For one of every complexity, for example, dancers often rely on linguistic aids, while for something more difficult, they will use visual images.

Ms. Day hopes her research on dancers will provide some answers to the larger question that frames her work: "Why people who are otherwise smart and motivated have trouble doing things."

Working mothers, relax. Working outside the home does not necessarily mean you are shortchanging your children, according to a Cornell University researcher.

The researcher found that married working mothers actually spend more time with their children over the age of 3 than do at-home mothers or mothers of 50 years ago.

"The argument that mothers' employment results in a parental time deficit that hurts the nation's children just doesn't hold up," says Keith Bryant, a professor of consumer economics and housing at Cornell.

Mr. Bryant found that married working mothers spend 77 minutes less a day in child care when the youngest child is under 3, compared with unemployed married mothers. But they spend 42 minutes more when the youngest is between 3 and 5. Likewise, employed mothers spend 30 fewer minutes a day with their babies than mothers of 50 years ago, but 30 more minutes a day with children aged 3 to 5.

Mr. Bryant reported his findings in the spring issue of *Human Ecology Forum*.

## Scholarship

With Dissipation of Cold-War Threat,  
Nuclear-Weapons Labs Brace for Change

Scientists at Los Alamos and Livermore facilities re-examine their research mission

By Kim A. McDonald

NEARLY 50 YEARS AGO, J. Robert Oppenheimer and a small group of physicists from the University of California at Berkeley came to this remote, mountainous region to build the first atomic bomb.

Their secret mission for the U.S. Army, known as "Project Y," grew rapidly, employing more than 5,000 workers in what eventually became the country's first nuclear-weapons-research laboratory.

Today, the Los Alamos National Laboratory retains much of that tradition, devoting three-quarters of its effort to military-related projects.

But the end of the cold war and the country's nuclear-arms build-up have significantly eroded the laboratory's primary research mission: the design and development of new nuclear weapons. As a result, Los Alamos and its sister institution, the Lawrence Livermore National Laboratory in California, are bracing for major changes.

Just how the country's two main nuclear-weapons-research labs, both of which are managed by the University of California for the U.S. Department of Energy, will be reshaped hasn't been determined. That's a decision that policy makers will have to reach within the next few years.

Nevertheless, the potential exists for a major consolidation, as some members of Congress question whether the country can afford the duplication of two nuclear-weapons-research laboratories with annual budgets of about \$1-billion each.

One such lawmaker, Rep. George E. Brown, Jr., a California Democrat, has proposed converting the Livermore laboratory to a research institution focused on developing technologies crucial to U.S. industry.

Mr. Brown believes that all of Livermore's nuclear-defense research could be transferred to the Los Alamos laboratory within three to five years. Under his plan, Los Alamos would remain the country's only nuclear-weapons-research laboratory, while the Sandia National Laboratories in Albuquerque, N.M., would continue to serve as the main facility for engineering components for nuclear-weapons devices.

#### 'Mediocre at Most Things'

Administrators at the three laboratories agree that they must step up their efforts to transfer their innovation to industry—and all are significantly expanding their programs to embrace this new role. But they disagree with Mr. Brown that devoting an entire weapons laboratory to "critical technologies" research would be the best way to achieve that goal.

"My solution would be, rather than taking one whole laboratory and converting it, to take the three laboratories and diversify them, so that one-third of each could work



Sigfried S. Hecker, director of the Los Alamos laboratory: "You want competition to insure creativity, innovation, and quality."

with the civilian sector," says Sigfried S. Hecker, the director of the Los Alamos laboratory.

Says Roger W. Werne, associate director for engineering at Livermore: "To my way of thinking, we would never want somebody to come in and say, O.K., you're the competitiveness laboratory. It means then you have to be all things to all people, and you become mediocre at most things and not very good in a few."

Nuclear-weapons managers argue that removing their activities from one of the laboratories would eliminate the competition, including the critiques of one another's work that have been essential to maintaining excellence in their field.

#### Competition and Peer Review

"You want competition to insure creativity, innovation, and quality," says Mr. Hecker. "The second lab provides an essential element of competition and peer review. I happen to think that's critical."

While critics of the weapons laboratories say such duplication is unnecessary, because the country is no longer engaged in an arms race, laboratory officials point out that the post-cold-war era has dramatically expanded their responsibilities in the nuclear-weapons area.

Nuclear-weapons researchers are now being asked to find ways to reduce the country's nuclear arsenal, make existing warheads safer and more reliable, clean the environmental damage left over from more than four decades of nuclear-weapons production, and respond to the growing threat of nuclear proliferation around the world.

"There are only two places in the country that understand nuclear-weapons design: Livermore and Los Alamos," says Mr. Werne, a former nuclear-weapons researcher. "So if you're in the government and you want to keep an eye on

the countries that might be developing nuclear weapons, there are only two sources of expertise—Livermore and Los Alamos."

#### A Top-Secret Canopus

The Los Alamos laboratory, which extends beneath a deep blue sky across more than 43 square miles of rugged canyon and mesas in northern New Mexico, is a study in contrasts.

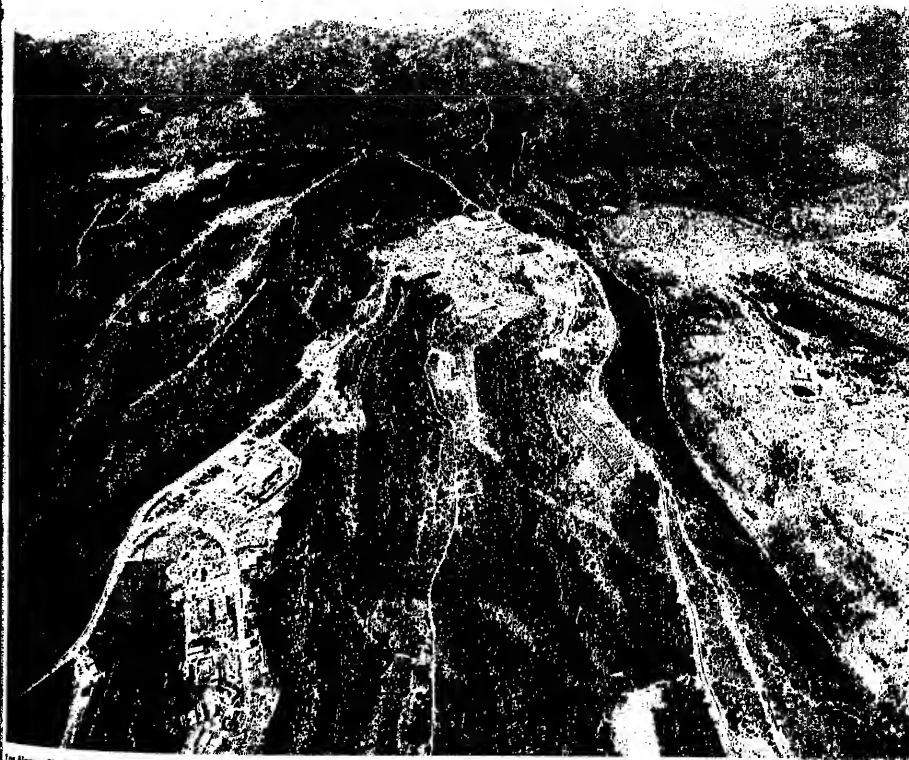
It is geographically isolated, yet connected intellectually to scientists around the world. It maintains a forested, natural setting, but keeps within its borders some of the most dangerous chemicals and radioactive substances known to mankind.

Probably the most visible contrast is the laboratory's two, distinct research environments: an open, campus-like area where nuclear-weapons secrets are kept

Visitors to those areas, which include part of the library, must pass guards carrying semi-automatic rifles and travel through corridors in which scientists are warned by signs in doorways to lock their lips and refrain from discussing their research.

Many scholars find that secrecy, while clear-weapons development itself, is inconsistent with the goals of an academic institution. The University of California at Los Angeles has repeatedly called for the consolidation of weapons research. It is more remote than Livermore and receives little effect on the university, which is preparing this summer to open its first major contract with the Energy Department.

Controversy over the discovery of radioactive tritium in the grapes of vineyards in the Livermore valley has had major impact on laboratory managers, who are moving stockpiles of tritium and plutonium from Livermore to Los Alamos.



Los Alamos National Laboratory, which extends across more than 43 square miles of canyons and mesas, is the most isolated of the nuclear-weapons laboratories.

in response to the complaints of local residents.

Tommy Ambrose, the university's special assistant for laboratory affairs, says the consolidation of nuclear materials makes sense, given the fact that both laboratories are facing declining weapons-research budgets. But how much consolidation should be needed and which laboratory should be the main beneficiary are contentious issues that have heightened the already fierce rivalry between Los Alamos and Livermore.

Privately, laboratory officials admit Los Alamos would be the logical choice for any consolidation of weapons research. It is more remote than Livermore and receives little effect on the university, which is preparing this summer to open its first major contract with the Energy Department.

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recommended last winter that the agency develop a decade-long plan of future nuclear-weapons needs to assess how to scale down or consolidate the activities of its weapons laboratories. But their role ultimately rests with Congress, which has modified the research missions of the laboratories many times in the past.

#### From Energy Research to 'Star Wars'

In the 1970's, at the height of the oil embargo, Congress greatly expanded research on new energy technologies at the weapons laboratories. During the Reagan years, it sharply reduced the support for energy research and directed the laboratories to begin Mr. Reagan's Strategic Defense Initiative, the "Star Wars" effort.

As military support declines, Mr. Hecker of Los Alamos believes Congress shouldn't expect to save money by ending the weapons program at one of the laboratories. Both laboratories, he points out, finance their nuclear-weapons programs by competing for a relatively small, \$300-million allotment in the Department of En-

ergy's \$12-billion annual expenditure for the nuclear-weapons-production complex. And because Livermore and Los Alamos are the sources of many of the innovations that reduce the costs in that complex, Mr. Hecker contends, the government would probably end up saving more by keeping both of them intact.

However persuasive his argument, both laboratories are likely to be forced to shrink significantly.

Since the peak of President Reagan's military build-up five years ago, Los Alamos has experienced a steady decline in its budget. Livermore's budget has been flat, largely because of increases in civilian-research programs. But both are bracing for dramatic declines in financing in fiscal 1994, when the full impact of the cold war's end is expected to be felt.

"Everything I can look through, all the tea leaves, says it's going to be increasingly difficult to get funding," says Burton L. Gledhill, a veterinarian who is deputy associate director of the biomedical-research program at Livermore.

That prospect isn't helping morale at the two laboratories, particularly Los Alamos, which has seen the number of its employees decline to 7,400 from 8,100 in the last five years.

"We're being squeezed," says Dennis J. Erickson, deputy associate director for nuclear-weapons technology at Los Alamos. "We're faced now with closing facilities, dropping program directions."

#### An Austere New Culture

Mr. Erickson says many senior nuclear-weapons researchers have left the laboratory for industry, transferred to other parts of the laboratory, or retired, leaving behind a new generation that must adapt to a new, austere culture.

"In times past, these places have had basically what you needed, and you didn't worry about resources," he says. "You worried about quality and you worried about scheduling. Resources were not a problem. Now they are."

Officials at both laboratories hope to

*Continued on Following Page*



## Nuclear-Weapon Labs Re-Examine Research Mission

Continued From Preceding Page  
stem the financial losses from the decline of weapons-related work by expanding their research into two of the fastest-growing areas of the Energy Department's budget: nuclear-waste cleanup and technology-transfer activities.

### Technology Transfer

The agency plans to make available \$100-million in the fiscal year that begins in October for technology transfer at the three laboratories, and some laboratory officials expect that amount to grow to \$400-million to \$500-million in three years. For cleaning up the country's nuclear-weapons com-

plex, a task whose cost has been estimated at \$100-billion to \$1.3-trillion, agency officials plan to provide about \$3-billion in fiscal 1993. Some of that money will be devoted to the environmental restoration of weapons-production sites contaminated by nuclear wastes and toxic chemicals, while another part will pay for the disposal of those wastes.

At Los Alamos and Livermore, dozens of new research projects are forming to apply some of the technology developed for nuclear-weapons work to environmental cleanup activities. New methods are being developed to locate buried hazardous wastes without dis-

turbing the soil, determine their contents, and transform them to less hazardous materials.

### Agreements With Industry

The same approach to converting words into plowshares is being applied to the problems of U.S. industry. Laboratory officials say their new industrial focus—which was largely made possible by a 1990 law making it easier for national laboratories to form cooperative research and development agreements with industry—has given the weapons laboratories a new raison d'être.

"Five years ago, we probably had less than 30 agreements with

industry," says Mr. Werne of the Livermore laboratory. "Today we have over 120, and it's growing rapidly. Five years ago, you never heard about anybody who was interested in working with industry to commercialize technology. Now, it's all the rage inside the laboratory."

Some critics of the weapons laboratories question whether this new effort will actually benefit the country. Charles L. Schwartz, a physics professor at the University of California at Berkeley, argues that the cost-conscious mentality needed for working with industry is the antithesis of that at weapons laboratories, where cost considerations have been largely irrelevant. "What I am worried about is that they will get a lot of money from

the government and waste it, because they will do the work badly," he says. "This is just a way in which the bomb builders buy their place to put your money."

Laboratory officials, noting that the strength of weapons laboratories is precisely their ability to mobilize large groups of researchers who are devoted to develop new technologies for national use.

"Employees at this laboratory see ourselves as being resources in the country and as being responsible in some ways for the health and welfare of the United States," says Mr. Werne. "You can't work on nuclear weapons and not develop something of a global vision as to why you're doing it."

## Growth of Licensing Is Seen in Wake of Copyright Ruling

By LIZ McMILLEN

A federal court's ruling that corporations must obtain permission and compensate copyright holders before they photocopy journal articles is expected to lead to a rapid expansion of corporate licensing of the Copyright Clearance Center.

In *American Geophysical Union et al. v. Texaco Inc.*, U.S. District Judge Pierre N. Leval of the Southern District of New York ruled that photocopying by employees of profit-making companies in the course of their work was not "fair use" under U.S. copyright law.

### 1985 Suit by 6 Publishers

The judge's ruling was hailed by publishers as a landmark decision upholding copyright. The suit had been brought in 1985 by six publishers of scientific books and journals, all of whom had made their titles available for legal copying under annual licenses granted by the Copyright Clearance Center. The Copyright Clearance Center, which had been founded in 1978 as a way to grant blanket permission to reproduce copyrighted material, about 8,500 publishers have registered with it, a non-profit organization.

"I think we'll see a substantial number of corporations waiting for this decision come talk to us," said Joseph Allen, acting president of the center. "Any corporate user is going to be hard-pressed not to take a copy license."

Corporations paying varying fees to copy material, depending on the number of their employees and the nature of their work force. The fees range from hundreds of dollars to the six figures. Mr. Allen said. About 2,500 companies have taken out licenses with the center.

"Our expectation is that this ruling would remove some of the barriers or questions that some corporations would have with the center," said Karen Hunter, vice president and assistant to the chairman at publisher Science Publishers, a plaintiff in the case.

### Scholarship

## Researchers Look for Ways to Convert Military Inventions to Civilian Use

LOS ALAMOS, N.M. — During the Persian Gulf War, researchers at the Los Alamos National Laboratory here began looking for ways to convert military technologies into civilian uses.

The technology developed to drill holes for underground nuclear tests is being used by the petroleum industry.

In one of the most novel projects, Los Alamos researchers are even using an accelerator to transform nuclear wastes into more stable, shorter-lived isotopes by bombarding high-level nuclear wastes with low-energy neutrons, the scientists are able to perform a kind of nuclear alchemy, transmuting highly radioactive ele-

ments into either non-radioactive or less-radioactive elements. Officials at Los Alamos and Livermore concede that their public image as bomb makers has made it difficult for many companies to see the benefits of cooperating with them to develop new civilian technologies.

### Flinding Toxic Wastes

Ground-penetrating radar developed to interfere with enemy communications on the battlefield. But the technology did not sit idle.

Los Alamos scientists quickly modified their invention into an instrument that could be used to detect air pollutants.

Last year, a team of Los Alamos researchers drove a LIDAR-equipped truck to Mexico City to help the Mexican Petroleum Institute identify the sources of air pollutants and develop strategies for improving the city's air quality.

By bombarding beams of light molecules in the atmosphere, the scientists say LIDAR can pinpoint the source of pollutants that might be released by a single factory smokestack or track the dispersal of particulates.

This summer, Los Alamos researchers are using their invention at the Olympic Games in Barcelona to document how air quality is affected when the city bans private vehicles near Olympic venues and restricts the use of public transportation. The project is being financed by the State of New Mexico, which wants to learn precisely

"I think there are a great deal of relevant technologies that are coming out of this laboratory that are of interest to U.S. industry."

how reducing traffic congestion would improve air quality. But it has attracted the interest of the International Business Machines Corporation and other companies interested in commercializing the latest technology.

"A Competitive Edge" "I think there are a great deal of relevant technologies that are coming out of this laboratory that are of interest to U.S. industry," says N. J. Teller, director of international programs at Los Alamos.

He is involved in the LIDAR project as a competitive edge. "The end of the cold war, declines in military support, and rising national concerns over the competitiveness of U.S. industry have prompted researchers at the Los Alamos and Lawrence Livermore National Laboratories to find ways to convert their military innovations into useful, civilian technologies."

At Los Alamos, researchers are working with Motorola and Texas Instruments to turn a free-electron laser developed for the "Star Wars" missile-defense system into a precision tool that could produce a new generation of computer chips containing a thousand times more circuitry than today's chips.

na much information as those now in use. Another electron laser developed for the Star Wars program is being used to test the feasibility of irradiating chemical wastes and converting them into less toxic substances.

Some industry executives also think the weapons labs "are too academic for their needs," notes Roger W. Wernke, associate director for engineering at Livermore.

But the abilities of both laboratories to develop new military technologies, many of which also have civilian uses, has proved attractive to the dozens of companies that have recently entered into cooperative research agreements with Livermore and Los Alamos.

"Most of the technologies that we have right now are in one way or another an outgrowth of nuclear-weapons development," Mr. Wernke says.

"But if the technology is good for one thing, it's probably good for another. And that's what we're finding. The stuff that was developed for the nuclear-weapons program and the Strategic Defense Initiative has a lot of applicability in industry." —KIM A. MC DONALD

ments into either non-radioactive or less-radioactive elements.

Officials at Los Alamos and Livermore concede that their public image as bomb makers has made it difficult for many companies to see the benefits of cooperating with them to develop new civilian technologies.

"The common reaction is, 'What can a laboratory that's a bomb factory have that would be of any use to us?'" Ms. Teller says.

"A Lot of Applicability" Some industry executives also think the weapons labs "are too academic for their needs," notes Roger W. Wernke, associate director

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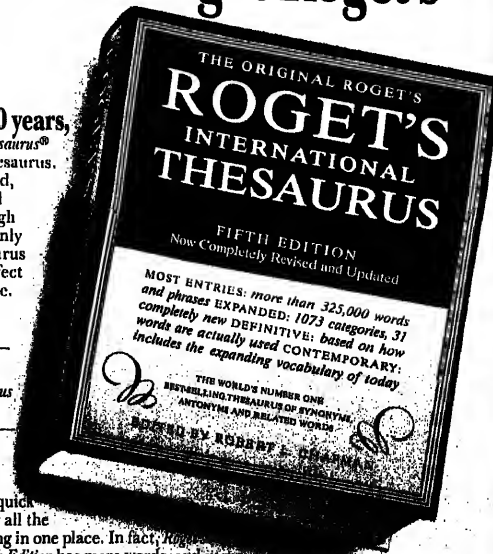
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The gradual opening of official archives in the former Soviet Union has unleashed a flood of documents, many of them providing answers to questions that have intrigued scholars for decades. Now Yale University Press has signed an agreement giving it exclusive rights to publish the records of one important archive, formerly known as the Central Party archive.

The archive contains documents pertaining to the Communist Party from the October revolution to 1953, the year of Stalin's death. It includes sections on the KGB, the American Communist Party, the Comintern, and Lenin, and many documents from the Stalin period, including letters, memoirs, and oral histories.

Jonathan Brent, a senior editor at Yale, began thinking about publishing the documents while he was still director of *Northwestern University Press*. After moving to Yale last year, he began talking with Soviet scholars and officials about the archive.

Some of the information coming out of the archive will doubtless have shock value, Mr. Brent says, but that's not why Yale is publishing the material. "What the documents will give us is the first systematic history of life in the Soviet Union, based on documentary fact," he says.

Yale plans at least nine books for a new series called "Documents of Communism," including the first documentary study of daily life of ordinary people under Stalin's reign of terror. The books will be published from 1994 to 1996 in both English and Russian editions.

The series is unusual because it will involve a high degree of collaboration between the Russians and the Americans, Mr. Brent says.

## Hot Type

Scholars from the two countries will jointly carry out research, and each volume will have both a Russian and an American editor. Mr. Brent says: "It's as much a book deal as a cultural exchange."

Yale also expects to sign contracts with two other archives—the Archive of the National Economy, which houses materials concerning the social life of the Soviet Union, and the State Historical Archive for Moscow City.

The far north has inspired a literary genre that **Oran R. Young** likes to call "the Arctic sublime"—a uniquely different sort of place.

But Mr. Young, director of Dartmouth College's Institute of Arctic Studies, argues that the Arctic today is a crucible for all sorts of critical issues concerning the environment, development, and indigenous peoples.

His perspective on the north is the philosophy behind a new series from the *University Press of New England* called "Arctic Visions." The series is edited by Mr. Young and **Gail Osherenko**, a lawyer who is a senior fellow at the Arctic-studies institute.

The study of the Arctic is just beginning to take off among social scientists, Mr. Young says. A few years ago, he helped found the International Arctic Social Science Association,

which will hold its first conference in October. Some 500 people have asked to present papers. "It's pretty clear that our sense is accurate that the timing for this series is ripe," he says.

The first two books are scheduled for release in January: *Arctic Politics: Conflict and Cooperation in the Circumpolar North*, a collection of essays by Mr. Young and **Arctic Wires**, *Arctic Rights: Enslaving Peoples*, by **Flann Lynga**, a consultant in Greenland affairs at the Danish Foreign Ministry.

One of Mr. Young's aims for the series is to make the books, which will contain the latest research, accessible to a lay audience—both intellectually and financially. Two other publishers, *Cambridge University Press* and *Belknap Press*, have Arctic-studies series that are somewhat different from New England's. One of the key differences, to Mr. Young's mind, is that their books are sold at what he considers "exorbitant prices."

The Cambridge series, "Studies in Polar Research," is aimed almost exclusively at an academic audience. Most of the books in it, says **Peter John Leone**, marketing manager for science and mathematics at Cambridge, are considered "high-level research treatises" with limited sales potential—hence their prices.

Mr. Young and Ms. Osherenko published a book with Cambridge in 1989 called *The Age of the Arctic: Hot Conflicts and Cold Realities*, which now sells for \$64.95. Frustration that the book had been priced, they believed, beyond the reach of many readers was one thing that led the authors to propose the new series.

The price of Mr. Young's forthcoming book from New England is currently set at \$35.

## NEW SCHOLARLY BOOKS

**Compiled by NINA C. AYCOB**  
The following list has been compiled from information provided by the publishers. Prices and numbers of pages are sometimes approximate. Some publishers offer discounts to scholars and to people who order in bulk.

### ANTHROPOLOGY

**Citrus, Strategy, and Class: The Politics of Development in Southern Brazil**, by Mark Moberg (University of Iowa Press; 208 pages; \$27.95). Examines the shift from subsistence to export-based agriculture in Espirito Santo and São Paulo, two citrus-growing villages in Brazil's São Paulo state.

**Counting Grounds: Communal Water Management and the State in the Peruvian Highlands**, by David W. Guilley (University of Michigan Press; 322 pages; \$39.50). Examines the role of water in the management of irrigation systems in Peru's Cuzco Valley.

**Diplomats and Travelers: Hopes and Dreams in a Changing Minnesota**, by William H. H. Murray (University of Minnesota Press; 280 pages; \$29.95). Considers how the people of the Pacific island of Palau use their religious and cultural traditions to cope with modernization, and assess an enthusiasm for power and prestige in Micronesia.

**From the Enemy's Point of View: Humanity and Divinity in an Amazonian Society**, by Eduardo Viveiros de Castro, translated by Catherine W. Howard (University of Chicago Press; 260 pages; \$60.00). Examines the role of divinity, and personhood among the Araweté.

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## Advertisement

The Learning Society  
Learning to Be FreeBy Bernard R. Gifford, Ph.D.  
Apple Computer, Inc.

Regular readers of this column know that I tend to steer clear of half-baked ideas. The projects I usually describe are not only completely doable, they've been used, set out on a dolly, and served up to an appreciative public.

This time, I'm making an exception. The African-American Educational Archives pioneered by Robert L. Smith at Wayne State University is still more dream than reality. But what a dream! As project director, Smith is leading the effort to assemble every kind of published and unpublished material related to African-American education in a huge multimedia computer database. I spoke with him recently, and asked him how he conceived this ambitious project.

"About four years ago," he told me, "I was at a conference of the National Alliance of Black School Educators, listening to a speaker discuss the contribution of the late, from whom I learned why we as black educators had not done more to promote education, had not thought to make his work better known. So I took it upon myself to produce a slide presentation about his work for the next conference."

Looking at Edmund's work, Smith saw that it was rooted in historical circumstance—"the idea that if you are poor and black, you are often assumed to be unable to learn. I wanted to find out how large segments of our society came to believe this."

Listening to Smith, I found myself nodding vigorously. Like him, I've often wondered how we got to the point where the notion that "any child can learn" became ideology repeated endlessly in school mission statements, grant proposals, and academic papers—rather than a promise so basic and so deeply felt that it requires no reiteration.

Smith's questioning led him back to the history of African-American education. "As I searched for documentation," he said, "I was struck by how much information is inaccessible—scattered, uncataloged, or stored in cardboard boxes in basements of small colleges. I became convinced that if more people knew this history, we might begin to change some of the misconceptions that have blocked educational progress and opportunity in our country."

Initially, Smith planned to produce a series of documentaries modeled on the powerful series "Days on the Edge," which chronicled the civil rights movement. Smith's films would document the history of black education from 1619 to the present.

The plan required an ambitious research agenda that not only delved into existing resources but also created new ones, by conducting oral histories all over the country.

When Smith approached Wayne State University about supporting the film project, an additional project idea was born. "They were most enthusiastic about the research we would be gathering in the process," he said. "In our conversations, I became clear that it would be a shame to make the films and then put all this material—not only books and articles, but also letters, film clips, recorded interviews, drawings, and photos—back into dusty shelves. They believed these materials should be made available to educators and researchers."

As a result, Smith's dream has grown into at least three projects, which he hopes to implement over the next several years. The first project is the multimedia African-American Educational Archives. Smith, who has been involved with instructional technology for 15 years, plans to use state-of-the-art compression techniques to store visual, audio, and text-based data. He is now developing a prototype of this system, with some technical support from Apple Computer.

Working with Smith are activist Tanonda Spencer and historian James Anderson. As they proceed, they will be reaching out to more than 100 historically black colleges—many of which have invaluable archives.

The second phase of the project involves curriculum development. Once the archive is established, teachers will be able to draw on the database to build their own multimedia units. But Smith also envisions a series of curricular packages, covering such topics as early laws prohibiting the education of slaves or education during the Reconstruction period, or the efforts of the Quakers to educate African-Americans.

The third phase of the project will be production of the documentary series, which has tentatively been titled "Learning to Be Free."

I asked Smith about the obstacles he has encountered—other than the inevitable rigors of fund-raising. He mentioned the difficult matter of copyrights, and the fact that institutions tend to place so much emphasis on the exclusive control of rare archival materials. He raises an important point. As educators use advantages of multimedia, we need to establish new ground rules governing the fair use of material for noncommercial purposes.

Smith also mentioned the challenge of breaking new ground in higher education. "There is very little precedent on our campuses for projects like this one," he said. "When I consider what I'm doing, colleagues tend to ask: 'But when's your hypothesis?' Any of them can't see the value of creating a product that can be used by a student, an eighth-grade teacher, or a scholar."

And the greatest reward? "That's easy," he said. "It's the chance to show that education has always been at the heart of the struggle by African-Americans for human dignity and racial and economic advancement. This is a history that needs to be told. It's a tremendous opportunity."

California Supreme Court Upholds  
Big Award in Tenure Bias Case

By CHRISTOPHER SHEA

The California Supreme Court has let stand a \$1.4-million award in a race-discrimination suit brought by a former faculty member against the Claremont University Center.

The decision was an unusual victory for the former faculty member, Reginald Clark, in two ways: It vindicates generally win-tenure discrimination suits, and the award Mr. Clark will receive is exceptionally large.

Mr. Clark, formerly an assistant professor of education at the Claremont Graduate School, sued the university in a state court in 1986, claiming he had been denied tenure because he was black.

At a jury trial in 1990, Mr. Clark said he had overheard some of the discussions of the department tenure committee concerning his candidacy. He said he had heard one professor say, "His white people have rights, too."

Mr. Clark also said that his colleagues had made several racial comments in his presence. On one occasion, he said, the department chairman addressed him at a dinner party as "boy."

Another time, Mr. Clark said, a colleague called him "Calhoun," the name of a black character on the "Amos and Andy" radio show.

Claremont admitted that a faculty member had said "His white people have rights, too," but argued that it was merely an inappropriate joke on a subject unrelated to the consideration of Mr. Clark's request for tenure. It denied that the other remarks had been made.

The faculty members in the education department voted 3 to 2 to recommend tenure, but a campus-wide tenure review committee voted 4 to 1 to deny it.

"The Jury Didn't Buy It"

At the time Mr. Clark sued, Claremont had no black professors with tenure. It has since given tenure to one black woman.

After one trial ended in a mistrial, a second jury in March 1990 awarded Mr. Clark \$1.4 million in compensatory and punitive damages and \$416,000 in legal fees.

That award was upheld by the California Court of Appeal. The California Supreme Court voted last month 6 to 1 to let the case stand.

Claremont argued at the trial in 1990 that Mr. Clark had not published enough to warrant tenure.

"At the trial it appeared that they were busy trying to come up with new explanations for what happened," said Godfrey Isaac, a lawyer for Mr. Clark. "The jury didn't buy it, and it seems the courts have gotten tired of hearing it."

A book that Mr. Clark wrote when he was an assistant professor at Claremont, *Family Life and School Achievement*, published by the University of Chicago Press, has since sold roughly 13,000 copies. Mr. Clark's editor, John Trynka, described the book as "quite successful."

At various points in the appeal process, Claremont argued that the burden of proof had wrongly fallen

on the university instead of on Mr. Clark, and that an unbiased review of the tenure process by the institution's president had negated the effect of the racially insensitive comments.

"The poor precedent that is

"Money is not what drives a person

to go through what

I went through

for seven years

in the lawsuit."

set," said Catherine B. Hagen, a lawyer for Claremont, "is that if there is evidence of racism or sexism at the very first level of consideration, he said he had heard one professor say, 'His white people have rights, too.'"

Mr. Clark's lawyers argued that the president had merely "rubber-stamped" the tenure committee's decision. Mr. Clark said in an interview

Bennington College Trustees Deny Tenure  
to Professor Backed by President and Faculty

BENNINGTON, VT. In an unusual move, Bennington College's Board of Trustees has denied tenure to a professor who had been endorsed by a faculty panel and the president.

The decision to withhold tenure from the literature professor, Morris Spiegel, has prompted letters of protest from students, professors, and alumni.

Some, angered by what they called an unprecedented decision, suggested that the trustees had denied Mr. Spiegel tenure because she had criticized their plans for reducing the faculty. She had also supported students who occupied the president's office to protest a plan to eliminate eight faculty positions. The cuts are part of a plan to reduce a \$1.5-million deficit.

Margaret Bucholtz, a college spokeswoman, denied any connection between Ms. Spiegel's actions and the board's decision. Elizabeth Coleman, Bennington's president, said of the trustees: "I thoroughly

accept the appropriateness of the decision involved."

The faculty members in the literature division to do a self-study "there is a real shared understanding of what the criteria are for everything relating to personnel." The board also rejected a recommendation to reinstate another literature professor who had been fired.

Some professors said the board's action violated principles of academic freedom. "People are still astonished that the trustees would take such a decision," said Richard Tristram, an English professor. "This is a trespass on something that's regarded as a matter of faculty sovereignty."

Ms. Spiegel, a Bennington alumnus who has taught at the college since 1984, has appealed the board's decision. She said the board cited "absence of adequate completed professional work" as the reason for denying tenure.

—COURTNEY LEATHERMAN

## NEW BOOKS ON HIGHER EDUCATION

It may be necessary to add state tax to the cost of books listed below. Discounts may be available to scholars and to people who order in bulk.

**Onebook in College Library Administration**, by Alice Gertrude Saccorow Press, P.O. Box 1075, New York, N.Y. 10040, 160 pages; \$25 (paper). Presents, in case-study format, 20 administrative problems commonly encountered by academic librarians.

**The Clifton Years**, The University of North Dakota, 1873-1982, by Daniel R. Rice (University of North Dakota, P.O. Box 5800, Grand Forks, N.D. 58202; 200 pages; \$10, plus \$2.50 shipping). A book that contains the university's history under the presidency of Thomas J. Clifton.

**The College Union in the Year 2000** (New Directions for Student Services No. 68), edited by Terrence B. Milne and J.

## Personal &amp; Professional

view that the decision to deny tenure had "totally consumed my career path." Mr. Clark, who has not had another tenure bid since leaving Claremont, is now a lecturer in the department of human services at the California State University at Fullerton. He also serves as a consultant to state governments on educational issues.

"People in the academic community may think the money signifies some level of success," Mr. Clark said in his award. "But money is just a reward. It doesn't get through what I went through in seven years in the lawsuit."

He added: "If I had not pursued this matter, my conscience would not have rested."

Ronald W. Walters, chairman of the political science department at Howard University and vice-president of the National Council of Black Faculty, said he knew of other cases in recent years in which black men had won tenure-discrimination suits.

"The goal of racial discrimination was common in tenure decisions, but almost impossible to prove. People do things in secret that they won't do if their conversations could be made public," he said. "I think this case speaks to the need for sunshine laws."

For more information, contact Mr. Kantor, School of Communication, Information, and Library Studies, Rutgers University, 1000 University Avenue, New Brunswick, N.J. 08903; (908) 932-1359; kanto@zodiac.rutgers.edu.

Creating a campus electronic library is more important than ever, says a new report from the Association of Research Libraries, available for \$30 from AL, 1527 New Hampshire Avenue, N.W., Washington 20036; (202) 232-2466.

The RLG Preservation Alternatives Handbook, a 204-page manual on policies and procedures for preserving manuscripts and serial publications, is available for \$80 from the Distribution Services Center, Research Libraries Group, 1200 Villa Street, Ann Arbor, Mich. 48106-1106; (415) 962-9951; or [rlg@rlg.umich.edu](mailto:rlg@rlg.umich.edu).

The survey, conducted by Carol Anderson, a lecturer in the School of Information and Library Studies

budget construction, determination of grant size, packaging, disbursement, and reporting; \$3,500; site licenses available. Contact: [ca@software.com](mailto:ca@software.com), 1099 Gateway Place, Suite 420, San Jose, Calif. 95128; (408) 227-6734 or (408) 452-0963.

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## Information Technology

## LIBRARIES

Laboratory to study technology for libraries  
Views differ on role of electronic libraries

Rutgers University is organizing a research laboratory to study new technologies for academic libraries.

The Alexandria Project Laboratory is designed to let faculty members and graduate students develop highly sensitive and comprehensive views. One of the laboratory's first ventures is a three-year project to develop a library interface for networked computers.

"The essential function of the library has not changed since the days of the first library in Alexandria, Egypt, and many of today's customs and policies are residues of the older technology of ink and parchment," says Paul B. Kantor, a professor of library and information studies and the laboratory's director. "The goal of the laboratory is to preserve what is essential while bringing the benefits of technology to scholars and students."

The laboratory will be a membership organization open to academic libraries and corporations with interests in library technology. Rutgers expects to support the facility in part with annual membership fees.

For more information, contact Mr. Kantor, School of Communication, Information, and Library Studies, Rutgers University, 1000 University Avenue, New Brunswick, N.J. 08903; (908) 932-1359; kanto@zodiac.rutgers.edu.

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## NEW COMPUTER SOFTWARE

The following list of computer software has been compiled from information provided by the publishers or by companies marketing the programs. Prices are subject to change without notice. For information about specific applications and hardware requirements, contact the companies directly.

**COMPUTER PROGRAMS**

**Architectural, "Contractor's Dream,"** by Apple Macintosh and IBM PC and compatibles. Lets users evaluate filing systems for cataloging books and serials; includes articles and manuals on descriptive lists; assigns unique numbers to records and pre-labels records; 325. Contact: [\*\*Prevalence and "Mega-Pages,"\*\* for Apple Macintosh. Lets financial aid officers automate the application process, including receipt of applications, document tracking, needs analysis,](mailto:Megasoft Inc.</a>, 100 North Meridian Street, Suite 200, Carmel, Ind. 46032; (317) 444-4380.</p>
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ies, found that half of the library directors considered access to electronic information to be among their top three priorities, compared with only one-fifth of the academic officers. Both groups said budgetary issues and strengthening undergraduate education were the two top priorities.

For the survey, officers and directors at 96 research institutions ranked nine campus issues in order of importance for the next five years.

One person an electronic library does not have a higher priority, said a report of the survey, is that officials think the cost of technology still outweighs its benefits. If institutions delay, however, "they had better budget for physical expansion and for the costs of maintaining both traditional and electronic resources during a long transition period," said the report.

For more information, contact Ms. Hughes, School of Information Library Studies, University of Michigan, Ann Arbor, Mich. 48109-1390; (313) 763-6033.

—UNIVERSITY T. WATKINS

Briefly Noted

"Is the Library a Piece?" the minutes of the 118th meeting of the Association of Research Libraries, is available for \$30 from AL, 1527 New Hampshire Avenue, N.W., Washington 20036; (202) 232-2466.

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## Ways & Means

Sterling College's President Steve E. Wright has invited President Bush, Gov. Bill Clinton, and their running mates to visit the campus and go through its Wilderness Ropes and Obstacles Course.

The course consists of 13 stations, including a climbing wall, two shaky, 20-foot-high balance beams, a "Tarzan" swing into a net, and a Burma bridge ascending to a platform 30 feet above ground.

All students and faculty members at Sterling, which offers two-year degrees in environmental fields, must go through the course.

Mr. Wright sent letters to the candidates saying: "With the environment a crucial issue in this year's election, I urge you to consider visiting our campus, tackling our ropes course, and witnessing effective environmental education."

He noted that while the course is "intimidating," it is safe.

"Participants are attached to a safety line at all times."

To date, Mr. Wright said he had not heard from either the Bush or Clinton campaigns.

Proponents and opponents of the Superconducting Supercollider made their final appeals for support last week before a crucial Senate vote on the controversial particle accelerator.

But the battle for media attention was clearly won by the project's supporters when President Bush paid a visit to the site Laboratory near Dallas and reinforced the arguments of physicists there for continued financing of the \$8.25-billion project.

Mr. Bush's visit overshadowed a news conference held the same morning by the supercollider's opponents, who conceded that they probably would not have the votes to win in the Senate.

In June, concerns over the growing federal deficit prompted the House of Representatives to vote against continuing the construction of the supercollider. The Senate Appropriations Committee, however, gave the project its vote of confidence. Two weeks ago, it approved \$350-million for the project in its version of the fiscal 1993 energy appropriations bill.

Since many experts doubt the Senate will follow the House in killing the supercollider, some opponents are already taking steps to make certain the project does not survive a House-Senate conference committee designed to resolve differences between the two versions of the measure.

Aides say Rep. Sherwood L. Boehlert, a New York Republican who has been one of the most vocal critics of the project, plans to introduce a resolution that would direct House members of the conference to kill the supercollider if the Senate provides money for the project. He also plans to introduce legislation to prohibit managers from awarding contracts to foreign companies without competitive bids.

## Government & Politics

### 2-Year Colleges Face 'Dual-Edged Sword' in Seeking Tax Increases Amid Recession

They mull what to ask for, how to win, and how to mend their image in the face of defeat

By Joyce Mercer

WHEN the Maricopa County Community College District asked the electorate in June to support a \$340-million bond issue to buy computers, renovate buildings, and build an 11th campus, the voters responded.

Fifty-four per cent of them said No.

The defeat, in a rapidly growing Arizona district that traditionally has enjoyed strong public support, reinforces the politician's mantra, no new taxes.

Some educators also say the verdict proves community-college officials should more carefully mull what to ask voters for, when to ask, how to win, and how to restore the college's image in the face of defeat.

But other educators say there is no scientific formula for getting a tax issue passed. Much of it is intuition, no matter what the economic climate.

"If we wait for the right time, we'll never have it," says William C. Witter, president of Santa Fe Community College, where officials are in the midst of a campaign for an \$18-million bond issue that will be decided September 15. "You have to ask for it when you need it and hope voters will be responsive."

#### Enrollments Are Mushrooming

Many community-college officials feel that the need is present right now—what with the nationwide recession limiting state support at the same time that enrollments are mushrooming. National data on two-year tax issues are not available, but some observers say there seem to be more of them now than in recent memory.

The need for local property taxes is exacerbated, educators say, because tuition cannot be much higher without making it impossible for some students to enroll.

Community-college elections, which generally are run and financed by college foundations, are never a sure thing. They are fought on a personal, local level, where it is very easy for voters to see the impact their decision will have on their taxes.

"We have a problem where local boards tend to budget each year too much of their annual appropriations for salaries and benefits at the expense of plant maintenance and equipment purchases, with an eye toward having bond issues at frequent intervals," says Kevin J. McCarthy, president of the Arizona Tax Research Association, which opposed the Maricopa issue.

The Maricopa tax levy would have cost taxpayers 9.4 cents per over \$100 of assessed real-property valuation through 1994.

Where community colleges succeed in bond votes, officials say it is evidence of the symbiotic relationship that exists between the two-year college and the community it serves.

"Our job is to get the message out that the college really serves the community,"



President Robert H. McCabe of Miami-Dade Community College. "Prospects are better when you go to the public with a specific purpose in mind."

says Sandra K. Golden, associate vice-president for public affairs and information at Cuyahoga Community College, where voters in June renewed the college's tax levy by a 70-per-cent margin. "For the community college, that's a very real image, particularly when economic times are tough."

#### Preparing to Do Battle

In Cuyahoga's case, taxpayers were merely asked to renew a tax levy that had helped support the college for 10 years, yet the college waged a major campaign, enlisting the support of business executives and local leaders. The message, educators say, is that colleges should be prepared to do battle whenever they ask voters for support.

"People just don't want to pay taxes," says James L. Wattenbarger, professor of

higher education at the University of Florida. "This is an attitude toward support of public services that has been created by our government itself. It's unfortunate, and an attitude that we will have to overcome."

An Arizona legislative analyst familiar with the Maricopa vote says a tax issue can be a "dual-edged sword" for a college.

"If a college wins, it's great, because you've created the perception in the legislature that the college is well supported by people within the district," says the analyst, who asked to remain anonymous. But if the college loses, "it makes people more skittish about the prospect of raising taxes in the future" and may weaken legislative support.

Fear of voter disapproval and its aftermath kept Gaston College's Board of Trustees from seeking voter approval in

from \$15-million in bonds for an industrial training center this year.

"We felt the voter temperature was not at the right level to ask for those funds," says H. Lander Williams, vice-chairman of the board. "We recently limit our county-commissioner primary, and virtually all of the incumbent commissioners were let out to pasture."

#### Discontented Voters

Other college observers agree that a "No" vote may only reflect economic conditions and general voter discontent, not disapproval of a particular college.

"The economy is not as strong as it has been and chances are that there will be a voter reaction to that," says David R. Hines, president of the American Association of Community and Junior Colleges. "The fact that citizens make a statement at one time that they don't want to support a tax issue or bond, doesn't necessarily mean the citizens view the college in a negative light."

Aldo Bykes, Jr., president of Lansing Community College, where voters overwhelmingly defeated a tax increase in April that would have yielded an additional \$10-million annually for the college, agrees that the loss there was symptomatic of the times.

"This vote was a combination of people thinking taxes are high and being concerned about whether they'll keep their jobs," he says.

Mr. Bykes adds that many of the voters might have been more supportive of a tax increase if the college had "hired in public."

"Our buildings were creaky, our lawns were green, we hadn't had massive layoffs, we were meeting our contracts," he says. "We weren't able to get voters to understand that, since November 1990, we haven't filed any full-line positions."

A local group called Citizens for Responsible Taxation opposed the tax increase, which would have cost the owner of a \$60,000 house an additional \$60 a year in property taxes.

These days, says Jan W. Lyddon, director of institutional research at Saginaw Valley State University and co-author of a 1990 book on state budgeting for higher education, taxpayers want direct, noticeable results to follow their tax dollars.

"People want to give for a specific purpose," says Ms. Lyddon, a former research analyst for the Michigan House of Representatives. "It's 'I want to see that the campus is doing what I value.' That sets two kinds of requirements on educators: that we communicate results, and that we produce results."

#### Evidence of Cutbacks Sought

Voters also want evidence that college administrators are cutting back expenses before they ask the public for more money. The loss of a bond issue can be a reminder of that, some say.

"Perhaps that makes a college take a hard look at what they're spending money on and decide whether they should reallocate money to some projects," says the Arizona legislative analyst. "If administrators can demonstrate they're doing that, next time around they'll be more successful."

At Miami-Dade Community College, the Continued on Following Page

## NEW RESPONSIBILITIES

### Reauthorization Act Says Accreditors Must Monitor Campuses' Compliance With Rules on Student Aid

By SCOTT JASCHIK

WASHINGTON Regional accrediting associations had a serious scare last fall when Congress considered replacing them with state education agencies as the primary reviewers of colleges seeking to participate in federal student-aid programs.

In the end, lawmakers bowed to pressure from the accreditors, as well as from many colleges, and retained the role of accreditation. But the bill to reauthorize the Higher Education Act, which President Bush signed last month, will force accrediting agencies to assume more responsibility for monitoring the compliance of colleges with federal student-aid rules and to limit defaults on student loans.

Many higher-education leaders view those changes as a reasonable price to pay for keeping the accreditation system alive. But some accreditors and educators say the changes will divert the accreditation system and allow the Education Department to shirk its responsibilities.

#### Expanded Reviews of Colleges

The six regional accrediting associations have long played a crucial role in student aid. Students can obtain federal grants and loans only if they attend colleges that are accredited by associations recognized by the Education Department. The Higher Education Act includes measures by which the department is supposed to judge the agencies in deciding which ones to recognize.

Traditionally, the law and the department's regulations have focused on such issues as whether an accrediting agency has been functioning well for a set period of time and whether its methods are widely respected. This year's reauthorization bill, however, requires that accrediting associations expand their reviews of colleges to include stu-

dent-loan default rates and compliance with student-aid rules.

The legislation also requires the state education agencies to conduct reviews of institutions in their state that meet certain criteria, including:

• A student-loan default rate of at least 25 per cent.

• A default rate of at least 20 per cent if more than two-thirds of students receive federal aid or more than two-thirds of expenditures are paid with student aid.

• More than two-thirds of its expenditures are paid with Pell Grants.

The state agencies can contract with accrediting groups to conduct these reviews, which would be important to colleges because state licensure is also required for a college's students to participate in federal-aid programs.

Members of Congress who pushed for the changes said they wanted more assurance that colleges and trade schools with high default rates and questionable practices would be monitored and, where appropriate, kicked out of federal programs.

Opposition to that view comes from some accrediting officials, who fear that they are being asked to take on a task for which they are not qualified, and from college officials who say too much emphasis is being placed on default rates.

#### 'Not an Investigative Agency'

Courts Oulahan, a Washington lawyer who represents the Middle States Association of Colleges and Schools, said the legislation failed to take into account the primary mission of accreditation: insuring educational quality.

Mr. Oulahan said that accrediting teams, consisting mostly of educators, were better suited to examine colleges' curricula and student services than to

review the mechanics of a student-aid office.

"We don't have the facilities or the know-how to do what the Education Department does," he said. "We're not an investigative agency. We're an educational agency. Are we going to have to hire a whole troop of auditors?"

Others question the focus on default rates. Jeremy R. Berg, vice-president for student services at Jordin College, said that a high default rate indicated "that a school serves poor people," and did not mean anything about quality.

Jordan has been fighting a battle with the Education Department over its default rates, which department officials have said are running as high as 45 per cent, but which college officials maintain are much lower. In any case, Mr. Berg said, the college has discouraged students from borrowing and only about 30 per cent of its students do borrow, so a default rate is not an accurate reflection of the college or its students.

He said the new legislation was "like blaming the horse for what the rider did."

#### Treatment of Black Colleges

William A. Blasky, a Washington lobbyist for historically black colleges, said he was particularly concerned about how accrediting associations and state agencies would treat black colleges with high default rates. "There's a great deal of fear in black colleges about potential abuse," he said.

Mr. Blasky said that black colleges with high default rates continued to offer good education to students, but were hampered by the lack of federal grants to keep students from having to borrow large sums of money.

He said that Congress's failure to increase the maximum amount of Pell Grants meant that borrowing, and de-

Continued on Page A24



William A. Blasky, a lobbyist for black colleges: "There's a great deal of fear in black colleges about potential abuse."



Kenneth Perrin, president of the Council on Postsecondary Accreditation: "Reason prevailed" in Congress.

## Community Colleges Face 'Dual-Edged Sword'

Continued From Preceding Page

largest two-year college in the country. President Robert H. McCabe hopes that communicating with voters will garner support for a two-year tax for the college, the first in its history. The tax, on the ballot in September, will finance a \$108-million endowment. The tax would cost homeowners 75 cents for every \$1,000 of assessed property value.

"If voters know what the money is to be used for, and that particular use is of interest, they'll vote for it," he says.

### Waging a 'Stealth' Campaign

In Maricopa County, some observers say it wasn't a lack of interest in the district's planned use for the bond issue that killed it, but the perception that the district was waging a "stealth" campaign to win.

"There is a history of them taking the 'hit quick' approach—you don't talk it out and you keep it out of the paper as long as possible," Mr. McCarthy, of the tax association, says.

But a Maricopa district official says the college was trying to save taxpayers money by consolidating some polling places and not mailing out sample ballots.

"In retrospect, I would say we were probably too low-key," says Jack W. Lunsford, the district's government-relations director. "And from my perspective, that other people saw the terms of the debate."

Mr. McCabe says he was initially advised to wage a quiet campaign for the Miami-Dade tax, to limit the chances of arousing voters who might oppose the tax. But the more he speaks about the endowment, the more support he gets for the tax, he says.

"We're not reserved about it anymore," Mr. McCabe says. "The strategy has included letter-writing and telephone campaigns and advertising in community newspapers that have donated space. Mr. McCabe even used the occasion of his recent wedding to advertise the campaign. A small card enclosed in wedding invitations requested that family and

friends not purchase gifts for the couple. But if guests wished to, they could contribute to the Miami-Dade Community College Foundation, which is financing the tax effort. By the end of July, nearly \$14,000 had been collected.

The Arizona legislative analyst says community colleges "should be as open as possible" when campaigning for a tax issue.

"If you can't afford to show yourself, you don't have any business going to voters," he says.

Wayne County Community College officials have been running a high-profile campaign to win their August tax levy because educators say they can't afford to lose, as they did in 1968, 1972, and 1990.

### Limited Number of Options

"You can't have something without paying for it," says George W. Swann, III, executive director of college relations.

No matter what strategies they use, educators say going to the voters is one of a limited number of options they have for financing new construction and buying needed equipment. Now, to convince the voters, they say.

"Whatever happens, I see this as a win-win situation," says Martin Pine, chairman of Miami-Dade's Board of Trustees. "We can win the election, or if we lose, we will at least have brought our message to the community, and we'll find out how to bring it in a better way next time."

## Government & Politics



Maricopa's Jack W. Lunsford: The college's campaign efforts for a tax increase "were probably too low-key."

## Government & Politics

### WASHINGTON ALMANAC

- Tax measures sought by higher education advance in Congress
- House rejects measure that would have killed space station
- Office of Naval Research revises approach to overhead costs

Tax measures sought by colleges and universities advanced last week to the House of Representatives and the Senate.

In both cases, however, the final outcome was uncertain because of conflicts over provisions having nothing to do with higher education. In addition, some parts of bills worried college officials.

The Senate Finance Committee approved legislation that would remove the full tax advantages of making gifts to charities of appreciated property, allow non-profit groups to accept corporate sponsorship of public events such as college bowl games without paying a tax on the money received from the companies, and end a limit on the amount of tax-exempt bonds that could be issued on behalf of private colleges.

The committee's bill would also extend a limit on itemized deductions for some taxpayers. While the limit has not had a major effect on contributions to colleges, higher-education officials have been bothered by the idea of any limit on deductions.

The House, meanwhile, approved a bill last week that would take the same action as the Senate Finance Committee with respect to college bowl games. The House bill would also formally subject to taxation the revenue that colleges and non-profit groups receive from "affinity" credit cards.

The tax now taxes such revenue, so the change is not expected to lead to major losses in income for colleges.

—NICH F. JAWIER

Space station advocates win the day by predicting a crippling effect the termination of the project would have on the economy and the future of American leadership in space.

They said that shutting down the space station would result in the loss of 75,000 jobs.

"We cannot afford to relinquish a generation of American leadership in exploring space," said Rep. Jim Buchus, a Florida Democrat.

"We cannot afford to allow one more vital American industry to be shipped overseas."

—STEPHEN BURD

The Office of Naval Research, which sets the overhead rate for federally supported research at 44 colleges and universities, will reorganize its office of university business affairs to bring negotiations of

new rates under tighter central control.

The new unit will form one small team of experts on academic overhead costs that will go to all 44 of the institutions for rate negotiations. Fred C. Sanfield, director of the agency, said the change should make the negotiation process more informal from institution to institution. Mr. Sanfield added that the agency was reorganizing in response to "fundamental problems" with the business office that had surfaced in government investigations of improper overhead charges at Stanford University. Stanford is one of the universities for which the new is responsible.

The agency will also reduce the number of offices across the country responsible for particular insti-

tutions from 14 to five. None of them are likely to be on college campuses, as eight now are.

Instead of reporting to two regional managers, as the 14 offices now do, they will be directly under the director of the business-affairs office in Washington. That official, in turn, will report directly to Mr. Sanfield. At each institution, the new team for negotiating rates will include a representative from the office responsible for that institution.

Mr. Sanfield added that the overhead-negotiations team should be operating by January. The other changes, he said, will not be completed until the fall of 1995, to avoid disruptions in the agency's work and to avoid layoffs.

—COLLEEN COROES

## STATE NOTES

- La. commissioner criticized by black alumni
- Agency proposes bonuses for Texas colleges

The Southern University System's alumni group has adopted a resolution condemning Louisiana's Higher Education Commissioner, Sammie Cosper, for saying that the easiest way to desegregate the state's public-college system would be to close historically black colleges.

Southern is the nation's only historically black-college system.

Mr. Cosper made the remark at a July meeting of the Board of Regents' Planning and Research Committee, during a discussion of the effects on Louisiana colleges of the U.S. Supreme Court's June ruling that Mississippi had not done enough to desegregate its higher-education system. A federal judge threw out Louisiana's desegregation case in 1990, but that decision is under appeal.

Mr. Cosper said in an interview that his statement was reported incompletely by local reporters. In the committee meeting, Mr. Cosper recalled, he said closing historically black colleges, while perhaps the easiest way to "undo" segregation, would not occur and was not something he advocated.

"I feel like what I said was taken out of context, and I think it got blown quickly out of proportion," he said.

Southern's National Alumni Federation got wind of Mr. Cosper's comments during its annual meeting, and two days later adopted a resolution calling for an investigation of him and the Board of Regents.

"If we want to desegregate, let's start with LSU and Louisi-

ana Tech," said Michael R.D. Adams, first vice-president of the federation, which has a membership of over 85,000. "We're not going to stand idly by and allow either Southern or Grambling to be closed."

Some of the members questioned whether the federation should adopt the strongly worded resolution, but Mr. Adams said, "It's time we call racism racist and let the chips fall where they may."

—JOY MERCER

The Texas Higher Education Coordinating Board has recommended performance-based bonuses for colleges and universities, as well as a \$22-million shift in faculty salary appropriations from doctoral to undergraduate institutions.

The board's first proposal, approved last month, would base a small part of an institution's budget on its performance in 13 areas, including the numbers of minority and community-college transfer students who enroll and graduate and the number of undergraduate classes taught by tenured faculty members.

The second proposal would shift \$22-million in faculty salaries from doctoral to undergraduate institutions. The state spends a total of \$818-million annually on faculty salaries.

Board officials said the reallocation plan was intended to support undergraduate education, while redressing salary imbalances. Both proposals must be approved by the Legislature.

—KATHERINE S. MANGAN

## Backers of Fetal-Tissue Research Move Again to Overturn Ban

By STEPHEN BURD

WASHINGTON

Lawmakers who support fetal-tissue research are trying out a new strategy. Despite some positive signs, it is not yet clear whether it will work.

The Senate Committee on Labor and Human Resources voted for a bill last week that carries out President Bush's plan to create banks for fetal tissue from ectopic pregnancies and miscarriages.

The President, who says use of other fetal tissue would encourage women to have abortions, has said he has no objection to the use of the kind of tissue that would be in the bank. But many researchers say it is extremely difficult to procure and is often genetically abnormal.

### One-Year Deadline Proposed

Under the new legislation, if the bank were unable to provide tissue to researchers by next May—a year after the President first ordered the creation of the bank—scientists would be allowed to use tissue from induced abortions and still receive federal support.

The bill, which also reauthorizes programs in the National Institutes of Health, is expected to reach the Senate floor shortly. A similar bill has been introduced in the House of Representatives by Rep. Henry A. Waxman.

The bill would replace earlier legislation that died in June, when the House failed by 14 votes to override the President's veto. The key point of contention in that legislation was a provision to overturn

completely the ban on fetal-tissue research.

Lawmakers must now convince some Representatives who previously opposed the bill to change sides to override an expected Presidential veto of the new bill. This, they admit, may not be easy.

But some are optimistic. An aide to a Republican Congresswoman who supported the original bill said that several Democrats and Republicans who voted against the first bill "are now seriously reconsidering their votes."

The aide, who asked not to be identified, said those lawmakers felt "hoodwinked" after reading reports that some Administration officials admitted exaggerating the amount of tissue that will be available from the bank.

Legislation backers also hope to gain the support of Congressmen who attacked the original bill primarily on its costs. Those lawmakers had also complained that the bill smacked of "pork-barrel politics" with provisions in the bill for the new to purchase a satellite campus in Maryland and to renovate its main clinical center.

### A Second Look

The new bill eliminated most of those costs by stripping specific authorization levels for the different institutes and eliminating the provisions about renovating NIH facilities and adding a campus.

Some lawmakers who opposed the original bill on fiscal grounds appear to be taking a second look now. An opponent of the first bill,

Rep. Jim Rumstad, a Minnesota Republican, is pleased with the new bill and will vote in favor of it, says Maybeth A. Christensen, Mr. Rumstad's chief of staff.

Rep. David Dreier, a Republican from California, may be reconsidering, as well. "Because this bill is less expensive, it will be more attractive to him," an aide to Mr. Dreier said.

### Some Are Still Opposed

Others who argued about fiscal responsibility on the floor of the House are still likely to oppose the new bill because of strong anti-abortion sentiments.

For example, Rep. Tom DeLay, a Texas Republican, complained on the House floor that the original bill was "budget busting." But Mr. DeLay will not support the new bill, said his press secretary, Trish Brink, because "it is opposed to any of those issues that aren't naturally absorbed."

Another House aide said she did not think too many Republicans would switch sides because of "election-year politics." She said bill supporters should focus on the "30 plus" Democrats who opposed the original bill.

But many of those representatives also have taken strong anti-abortion stands. An aide to Rep. Tony P. Hall, an Ohio Democrat, said that Mr. Hall would probably not support the bill, because "he has voted mostly with the pro-life coalition, and I understand that the pro-life organizations are not happy with the compromise."

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ABILENE CHRISTIAN, TX \$6,700,000 Housing and Classroom Renovation	ALVERNO COLLEGE, WI \$4,000,000 Capital Improvements and Refinancing	AUGUSTANA COLLEGE, SD \$600,000 Purchase of Building, Renovation, Refinancing, and Equipment	
NIVERSITY, IA \$1,000,000 Construction Renovation	COLLEGE OF ST. BENEDICT, MN \$6,400,000 Dormitory Construction and Renovation	MERRIMACK COLLEGE, MA \$5,000,000 Science & Engineering Building Construction and Equipment	EASTERN NA \$3,000,000 Library Construction
UNIVERSITY OF COLORADO, CO \$17,500,000 Various Facilities	SEATTLE UNIVERSITY, WA \$8,200,000 Purchase and Construction of Student Housing, Dining, and Other Facilities	BOSTON UNIVERSITY, MA \$30,000,000 Various Facilities	
COLLEGE, IL \$10,000,000 ma System	ELMHURST COLLEGE, IL \$5,000,000 Conversion of Gymnasium into Administration Building and Renovation of Administration Building	VIRGINIA WESLEYAN, VA \$2,500,000 Dining Hall and Dormitory Construction	UNIVERSITY OF \$15,000,000 Athletic Training
RENSSELAER POLYTECHNIC INSTITUTE, NY \$3,000,000 Technology Building Construction	SHORTER COLLEGE, GA \$1,300,000 Dormitory Construction	BELLARMINI COLLEGE, KY \$2,000,000 Purchase of Academic Building	
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## House Votes to Cut Pell Grants and Increase NIH Spending on Research

By THOMAS J. DeLOUGHRY

WASHINGTON  
The House of Representatives voted 345 to 54 last week to approve a bill that would finance education, health, and labor programs in the government's 1993 fiscal year, which begins October 1.

The legislation would cut the maximum size of a Pell Grant by \$100 and trim other student-aid programs by 1 per cent for the 1993-94 academic year. It would also increase spending for health research at the National Institutes of Health by 3.1 per cent.

Lawmakers said they were unhappy with the bill, but that it was the best that could be expected un-

der current budget conditions. "We have done our best to fashion a good bill within the constraints of our budget allocations," said Rep. William H. Mather, the Kentucky Democrat who heads the subcommittee that drafted the bill. "We have made the hard choices rather than resorting to gimmicks."

The Senate version of the bill will not be drafted until next month. A final compromise bill is not expected to be developed until sometime close to the October 1 deadline.

The Pell Grant program was one of the issues that prompted the most discussion among lawmakers on the House floor last week. The

bill would increase spending for the grants but would not provide enough to keep up with rising demand.

The House Appropriations Committee therefore said the maximum grant should be reduced to \$2,300 a year, from the current level of \$2,400. It also approved a provision that would have allowed the Education Secretary to set the limit lower if funds were insufficient.

'He Singled That Out'

Providing the Secretary with such authority did not sit well with some lawmakers, who argued that it was Congress's role to set the maximum Pell Grant. Rep. William

D. Ford, the Michigan Democrat who heads the Education and Labor Committee, persuaded his colleagues to repeal the provision and to specify that the maximum should be \$2,300 in 1993-94.

Representative Ford also succeeded in removing from the bill language that would have saved money by denying Pell Grants to students who attend college less than half time. Mr. Ford argued that it would be wrong for Congress to bar such grants so soon after President Bush cited the extension of grants to part-time students as a major benefit of the law that reauthorized the Higher Education Act. "He singled that out,

and it sort of looks like we're splitting in his eye if just less than a week later we repeal that part of the bill that he has just signed," Mr. Ford said.

Women's Groups Pleased

Meanwhile, advocates for women's health applauded the bill for requiring the National Cancer Institute to raise spending for research on breast, cervical, and ovarian cancer by one-third one 1992.

Other lawmakers were angry with the small overall increase for the NIH. "The number of new and competing grants—and the number of grants over all—to find the cause, and to prevent and treat so many diseases will decline," said Rep. Joseph D. Easty, Democrat of Massachusetts. "Grant work, which are already reduced below peer-review-recommended levels, will, in all likelihood, be cut even further—slowing research."

In a victory for advocates of increased spending for education and health research, the House voted 290 to 95 against an amendment that would have cut all discretionary programs in the bill by 1.05 per cent.

## WASHINGTON ALMANAC

### In Federal Agencies

**Audit.** The Housing and Urban Development Department has issued a final rule that establishes regulations in the audit of federal awards given to institutions of higher education and other non-profit organizations. Comments must be received by September 25 (*Federal Register*, July 27, Pages 31,252-7).

**Veterans' education.** The Veterans Affairs Department has proposed rules that would govern the beginning date that surviving spouses of veterans become eligible for dependents' educational assistance. Comments must be received by August 28 (*Federal Register*, July 26, Pages 33,473-4).

**Veterans' education.** The Veterans Affairs Department has proposed rules that would amend existing rules governing the Health Professionals Educational Assistance Program, which provides scholarships to veterans pursuing health-care degrees. Comments must be received by September 28 (*Federal Register*, July 26, Pages 33,471-3).

### New Bills in Congress

Copies of bills may be obtained from Representatives (Washington 20515) or Senators (Washington 20510).

### HOUSE OF REPRESENTATIVES

**Charitable trusts.** H.R. 3656 would amend the Internal Revenue Code to require executors of charitable remainder trusts to notify beneficiaries of the assets in the trusts. By Representative Gibbons (D-Fla.).

**Education savings.** H.R. 3669 would allow families to contribute up to \$3,000 in tax-deductible savings to no educational savings account and would exclude first children of gross income the amounts received under certain private tuition plans. By Representative Welch (D-Ala.).

**Health research.** H.R. 3675 would amend the Public Health Service Act to establish peer-review groups and revise programs of the Agency for Health Care Policy and Research. By Representative Waxman (D-Cal.).

### SENATE

**Historic records.** S. 3095 would authorize the National Historical Publications and Records Commission for five years. By Senator Staben (D-Md.).

## Government & Politics

## THE CHRONICLE OF HIGHER EDUCATION

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## Social Scientists and the Problem of Poverty

By Rebecca M. Blank  
THE DEBATE IN LOS ANGELES  
I have renewed the debate over the causes and consequences of urban poverty. One reporter who was interviewing me recently asked a key question: "Is there anything new about the problems facing the poor in America's cities today, or are we just talking about the same old problems?" Most of the problems faced by today's poor are indeed similar to those that poor people faced in past decades. But some important social and economic changes have intensified certain problems. To understand and address the problems of poverty in the 1990's, scholars need to engage in more cross-disciplinary and cross-methodological conversations.

Despite the political rhetoric that maintains that poor people's behavior is "worse" than it used to be, little evidence supports this claim. When unemployment fell rapidly in the 1980's, poor people's employment rates and the number of hours they worked rose substantially. The rising share of births outside of marriage is primarily due to a decline in the birth rate among married couples and an increase in the proportion of single women in the population; the probability of a single woman's giving birth has risen only slightly. Further, there is no evidence that anyone is staying on welfare longer now than in the early 1970's.

As has been true for many decades, poor families are poor primarily because of a mix of their own limited skills and limited

opportunities for employment and earnings. Social scientists' understanding of the problems facing poor families has shifted, however, over the last decade. First, economists have established that wage rates among less-skilled workers have been falling steadily since the late 1970's. Among both high-school dropouts and high-school graduates, real wages (wages after inflation) are 5 to 13 per cent lower now than they were in 1980. In sharp contrast, real wages among college-educated Americans have risen steeply since 1980.

The causes behind this widening inequality are still only partially understood by scholars, but there is increasing evidence that it is due to a series of economic and technological shifts that decreased the demand for low-skilled workers. Whatever the cause, the result is that it is increasingly difficult for a low-skilled person to work his or her way out of poverty. In 1990, 17 per cent of the heads of families living below the poverty line worked full time all year long; an additional 38 per cent worked part of the year. Thus the predominant

employment problem for poor families in the last decade has not been the availability of jobs, but the nature of the jobs available.

Second, the growing share of the poor who are single parents makes it increasingly difficult to escape poverty through earnings alone. Single parents can rarely rely on other adults to supplement their earnings; they often face greater out-of-pocket child-care expenses than married couples; and, because single parents are usually women, the jobs available to them are often low paying. Among children who live with only their mothers, more than 50 per cent are poor; in black and Hispanic families, the figure is more than 65 per cent.

THIRD, led by William Julius Wilson, scholars have become increasingly concerned with the problems faced by the urban poor who live in communities that have been labeled "underclass." These are neighborhoods characterized by a concentration of poverty and joblessness, serious crime problems, and inadequate community institutions, such as schools. While the evidence indicates that only a fraction of the poor live in such neighborhoods (9 per cent of all poor and 21 per cent of the African-American poor in 1980), the extreme problems of these areas create multiple barriers for those who seek a way out.

Given the intense focus by the press on race-related issues following the Los Angeles riots, it is worth noting that the

Continued on Following Page

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## Social Scientists and the Problem of Poverty

*Continued From Preceding Page*

gates this, it is perhaps worth noting that none of these problems is unique to African Americans, although the problems are often worse among African-American families. For instance, because of the extreme degree of housing segregation faced by blacks, deteriorating urban neighborhoods have affected the black urban poor more than any other group.

But the social-science literature is clear that the problem is more than one of race. To define the problems of the urban poor as predominantly "black problems" does a disservice to the two-thirds of African Americans who are not poor, as well as to the two-thirds of the poor in our central cities who are not black. Declining earnings opportunities and changing family structures create poverty for all groups.

These changes in our scholarly understanding of the causes of poverty have clear implications both for the urban-policy agenda and for the academic-research agenda. What economists call "human capital" is a key to fighting poverty. People must have the skills necessary to compete in the labor market of the 1990's.

**T**HE PRESENT today's children from facing the same problems as their parents, we must insure that the public schools are safe and effective institutions. Non-college-bound students in particular need to see a clear link between school achievement and future employment opportunities. If we have only a few billion dollars to spend on the next poverty program, we must put all of it into efforts at school reform and improvements in urban public education.

To assist adults, we need a major national program of job training. A substantial body of serious research on job-training programs for low-income adults has been collected over the past decade. This research demonstrates that such programs can increase the employment rates and the income of participants.

Unfortunately, the continuing growth of single-parent families and the continuing decline in wages for low-skill jobs suggest that an "employment strategy" alone may not be adequate. Even when women work close to full time, their earnings are often not enough to allow them to escape poverty. Given this fact, social scientists who work on family issues are suggesting that it may be unreasonable to expect poor women with low skills and primary responsibility for child care to become entirely self-sufficient through employment.

This means strengthening laws requiring absent parents to contribute to child support, as well as maintaining or increasing income supplements such as the Earned Income Tax Credit. A "cash and policy" may be necessary, combining job training and job-search assistance with supplemental assistance to assure that those who do work have adequate income to support their families.

The concern over impoverished communities in inner-city neighborhoods has led to growing discussion among scholars and policy makers about the need for a "multiple strategy" approach in these areas. Rather than focusing on a single problem or strategy, neighborhoods that face multiple and concentrated problems may need multiple and simultaneous interventions.



PHOTOGRAPH BY RAY ZIEGLERMAN, IMPACT VISUALS

that involve many groups—businesses, churches, schools, city officials, police precincts, and welfare offices.

The school-reform program designed by James Comer, which has shown very promising results in New Haven and Baltimore, uses this strategy within the schools. It starts by getting all interested groups—parents, teachers, administrators, students, and machine personnel—together to plot a common strategy for change.

Even though the work done by social scientists over the past 10 years suggests the policy recommendations I've outlined, there is much we still need to learn about poverty. Much of the past research has reflected the extensive involvement by economists in this work. Research is much

more limited on topics such as the causes of changing family structure, the impacts of neighborhoods and family structure on children's opportunities in life, personal poor, how expectations about future opportunities are formed, and how these expectations influence behavior.

Such questions are not separated by disciplinary boundaries, but cut across economics, politics, sociology, and psychology. Far too few of us studying poverty read broadly enough in other disciplines or talk frequently enough with those who work with different methods and methodologies. We need to train ourselves and our students to be open to a broader mix of ideas and approaches. The past decade has brought movement in this direction, particularly among scholars studying urban ur-

ous of concentrated poverty, where it is clear that no one discipline is adequate to understand the full scope of the problem.

Such cross-disciplinary conversations may or may not result in actual cross-disciplinary research. The need is not for work as much as an informal discussion of research. Ethnographers, for example, seek knowledge about a set of qualitative data sets, tend not to ask. But the results can provide insight and complement each other. By combining our knowledge about families, neighborhoods, structure, and education reform, we can make more-informed recommendations: any one of these areas.

**W**E ARE TRYING to foster interdisciplinary work through a joint training program at Northeastern University and the University of Chicago for doctoral students in the social sciences who are writing theses on topics dealing with urban poverty and race. Students spend two years taking courses in their chosen disciplinary training programs. Then they are admitted to the joint program and must complete a year of interdisciplinary coursework. Sociologists, for example, are required to take a course in labor economics; economists must study social stratification; ethnographers must work with econometricians. Supported by the National Science Foundation, the program has produced a steady stream of discussion that we hope will ultimately produce better-informed research and research.

It is clear that the nature and causes of poverty do not fall neatly within the boundaries of social-science disciplines. If scholars are to make sound recommendations to policy makers, they must find ways to integrate knowledge about the nature and causes of poverty that brings together economic, the political, the psychological, and the cultural.

Rebecca M. Blank is associate professor of economics at Northwestern University and co-director of the Northwestern University of Chicago interdisciplinary training program in poverty, race, and urban issues.

## LETTERS TO THE EDITOR

### The Conference of the National Women's Studies Association

**TO THE EDITOR:**

I am writing on behalf of the National Women's Studies Association and the several members who attended our recent annual conference in Austin for the purpose of expressing our dismay at Courtney Letherman's observations of those proceedings. "Women's Studies Group, Hoping to Heal Wounds, Finds More Conflict," July 1. Ms. Letherman not only focused on the predictable complaints one receives from individuals at any conference one might attend, and an interview with one particular individual who came to the conference with open hostility to the association, but she omitted mention of crucial elements in the week's activities and dynamics taken together. The overall result was an inaccurate image that is a disservice to the NWSA and both the women's studies and academic communities as a whole.

Most unfortunate was Ms. Letherman's failure to mention what was perhaps the most significant action of the entire

conference, the process of forging an equitable compromise on major structural change within the organization, culminating in dramatic consensus among myriad constituent groups at the first delegate-assembly session, and commitment to concrete plans for implementation at the second. For most of those attending, this reclamation of community and common purpose—in action—"heretofore" event in NWSA's developmental memory. Further, an affirmation of inclusion and empowerment goals and bias-awareness programming as continuing priorities for the organization put to rest the continuing stereotypes of some as to the strength of NWSA's commitment to feminist education at all levels and in the expansion of the link between campus and community.

There were approximately 150 workshops and presentations by top women's studies scholars as well as book signings and exhibits of the most recent releases in the

field. Where food service was provided, ample selections for strict vegetarians were included. Regional, caucus, and forum sessions yielded a wealth of imaginative problem-solving strategies and initiatives.

We regret that Ms. Letherman was not able to enjoy and appreciate what for most of us was an energizing and inspiring week together at Austin.

DEBORAH LOUIS  
National Director  
National Women's Studies Association  
College Park, Md.

**TO THE EDITOR:**

Courtney Letherman's article on the National Women's Studies Association annual meeting presented information which is equally correct, troubling, and baffling.

Comical because the association members' hyper-representing created a quagmire of impasses that ensured fragmentation, alienation, and sub-group isolation within the NWSA. Troubling because the individuals involved

with creating this "hydraulic" force are charged with the task of educating young adults. Baffling because, amid accusations of poor scholarship, no one asked the opportunity to analyze victim politics within the NWSA. Such a position maintains a defensible victim posture, and is cluttered with sub-groups that are, in turn, oppressed by the organization. This victim orientation assumes organizational paralysis, while responsibility is shifted by one of degrading sexist and racist stereotyping ("white women were acting like white men").

For several decades the organization would create positive changes in our culture. The NWSA is defying that promise in a most unimpressive way. JIM KAPLAN  
Baltimore, Md.

**TO THE EDITOR:**

Given the behavior and constant protesting of many NWSA participants, it is really quite as no surprise that women's stud-

## OPINION

ies is not taken too seriously by our nation's academic community. Instead of portraying women's studies as a professional academic discipline, it is seen as a collection of miscellaneous and unconnected fields in the liberal arts. This article unfortunately reinforces the image of obvious women engaging in political correctness. The history of women's studies serves to fuel the white-European-males are all-out-to-white-and-conquer mentality that is usually pinned on any academicism with feminist sympathy. As long as women engage in what will be perceived by those in power as "crazy" behavior, women will never be viewed as competent professionals in academic, government, or business—regardless of their achievements. If the NWSA is to become a strong organization, then well-defined standards for meeting agendas and conferences eventually will have to be set—and this will mean that the individual interest groups will have to learn to compromise. Wilma Boddie-Beaman was right when she admitted that the NWSA cannot be all things to all people.

T. VAN VOUGH  
Government Director, Supervisor  
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## The nuclear age is a technological failure

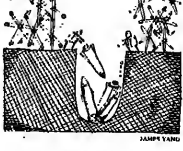
**TO THE EDITOR:**

John P. Alcorn is correct when he says that scientists must help society deal with the dire problems of radioactive waste and nuclear proliferation. "Scientists Must Help Deal With the Hazards of the Nuclear Age," June 24. Yet the solutions he proposes are highly dangerous—not only to the public and the environment, but also to the public perception of science.

Mr. Alcorn claims his proposal would improve. In order to burn nuclear waste as a "disposal" technique, highly radioactive spent fuel from reactors must be reprocessed to recover the fissionable materials. This process actually multiplies the volume of radioactive waste by 100 times, results in severe worker contamination, and is prohibitively expensive. Also, this process converts plutonium to bomb-grade purity, greatly increasing the threat of nuclear proliferation. The radioactive

emissions from the Sheffield reprocessing plant in the United Kingdom has turned the Irish Sea into one of the most radioactive bodies of water in the world.

With schemes like Mr. Alcorn's floating around, no wonder there are difficulties with "the public perception of science." The history of nuclear power and nuclear weapons is littered with examples of obsessive secrecy on the part of scientists, disinformation (e.g., disinformation by the military about the safety of nuclear power), and corruption. Corporations still can readily find scientists in



"prive" what they need proven, and it is the discrepancy between what the scientists "prove" and what people see with their own eyes that contributes to the lack of faith in science as a whole.

For example, in the 1950's, while people in the Western states were suffering from above-ground nuclear testing and resultant radioactive fallout, many leading "experts" in the scientific community, at the behest of the U.S. government, were expounding the theory of "harmlessness"—that radiation was actually good for people. A grave disservice was done not only to the public, but to the vast majority of scientists who are meticulous, honest, and truthful.

In the name of helping restore the credibility of science, Mr. Alcorn presents a clearly disingenuous plea for his own agenda: atomic nuclear reactors to be built in the United States. The worst step to improve the image of science would be to accept that the nuclear age is proving to be a technological and social failure, and to cut our losses by replacing existing reactors with safe alternatives and by carefully safeguarding radioactive materials. Then, scientists could devote more of their efforts toward truly noble endeavors, such as the development of environmentally bene-

fit technologies. A good place to start is with a crash program to implement advanced solar-energy technologies, as in Strangeloveque characters like Mr. Alcorn cannot cause more damage.

PETER GRINSPOON  
Director of the Nuclear Power Commission  
Greenville, S.C.  
Washington

## Overlooking literature by contemporary authors

**TO THE EDITOR:**

I would like to challenge Thomas Fleming's heady pronouncement that "there are no prospects for American fiction" (Ménage, July 1) and *The Chronicle's* inclination of late to quote anyone who cares to lambaste contemporary American writers.

Fleming decries the lack of a national "community . . . that can spawn a generation of writers willing to work within . . . a specifically American tradition." If we are to swallow the idea that a single "community" gave rise to our leading writers of the 20th century, then we must begin by rewriting history, which is perhaps Fleming's larger goal.

The faint of the best of American writing is and always has been the courage and faith of a single human heart in conversation with itself—its own voice, reverential idea of an American heartland. Our "tradition," if one insists on that language, is a multiplicity of voices speaking from many communities, both foreign and familiar—from down the street, and from across the tracks, where we've never been. Just as, in the 1940's, our "tradition" was malleable enough to include such disparate voices and mindsets as those of Flannery O'Connor, Upton Sinclair, Sam Niles, Harriet, and Truman Capote, as today we make room: We make room because the voices we use clear and hold to be dropped, not because a "community" chooses to recognize them as "one of us."

That *The Chronicle* would consider Fleming's remarks worthy of serious consideration is deeply disturbing. Perhaps the problem is that the editors (along with Fleming) are not readers of contemporary fiction and are unaware of our national treasures—Alice McDermott, Tim O'Brien, Reginald McKnight, Josephine Humphreys, to name a very, very few—red-blooded Americans all.

MAUREN MCNULTY  
Graduate Fellow in Writing  
George Mason University  
Fairfax, Va.

## Medical-research group describes its mission

**TO THE EDITOR:**

Jerrold M. Loeb ("Animal Experimentation and Medical Research," Letters to the Editor, June 24) is misleading about both the Medical Research Modernization Committee and the history of public health.

The MRC is emphatically not funded by either the Physicians Committee for Responsible Medicine or the New England Antivivisection Society. Our records are open for review on this subject. We are primarily a member-supported group and occasionally receive small grants from private organizations.

We are also emphatically not an "animal-rights group" and take no stand on the ethical questions that are raised by our society's use of animals. The research establishment regularly attempts to label us in this way in what I believe is a blatant attempt to discredit our work.

## SOMEWHERE IN FRANCE



APPARENTLY THE WEE PANCAKE  
BY ITSELF HAD BEEN BREAKFAST  
THE CHRONICLE OF HIGHER EDUCATION

tempt to distort the extent of scientific distinction from ethical opposition to medical research. We do, indeed, advocate widespread support within both the general and medical communities. True, we do not speak for the entire medical community, but neither does the American Medical Association, whose membership accounts for less than half of the physicians in this country and which is essentially a physicians' advocacy group.

Our members' M.D., Ph.D., and R.N. degrees are, as suggested by Mr. Loeb, "quasi-scientific" credentials. I wonder exactly what constitutes "scientific" credentials. There are good reasons for this practice. (The copyright law does not extend, of course, to the Nobel Prize money and corporate-board earnings that concern Mr. Genovesi.)

We do not denigrate the value of "medical research in general," and it is absurd to state that our members believe that medical research should end. Many of our members are themselves medical researchers. Other members have made it clear that they do not oppose all animal research but rather that the problem lies with the irrelevant and unnecessary animal experiments that abound in today's research laboratories.

We certainly do encourage additional funding for preventive medicine. Prevention is inevitably more cost effective than late attempts at cures. Mr. Loeb is apparently unaware that many chronic diseases such as atherosclerosis, diabetes, arthritis, and several cancers are often preventable. In his review of our now-extensive literature, he has reviewed the citations in our publications, he would have learned that there is a large body of public-health literature that makes it quite clear that the role of medical treatments in general and vaccines in particular has been insignificant in reducing mortality and morbidity rates. The data gathered by highly respected epidemiologists and medical historians clearly and irrefutably support these statistics.

As a physician and a member of the AMA, I would like to invite Mr. Loeb to meet with members of our organization in an attempt to resolve our differences in a responsible manner as scientists rather than by engaging in the scholastic hyperbole and mud slinging on the (comfortably distancing) pages of *The Chronicle*.

MARJORIE CHAMBERLAIN  
Medical Research Modernization Committee  
New York City

**TO THE EDITOR:**

Frank C. Genovesi and Allen Lichtenstein, in their letters responding to our essay about "Scholarly Articles in Valuable Commodities for Universities" (Opinion, May 27), raise several issues unrelated to what we wrote, thereby obscuring the is-

Ownership of copyrights for scholarly articles

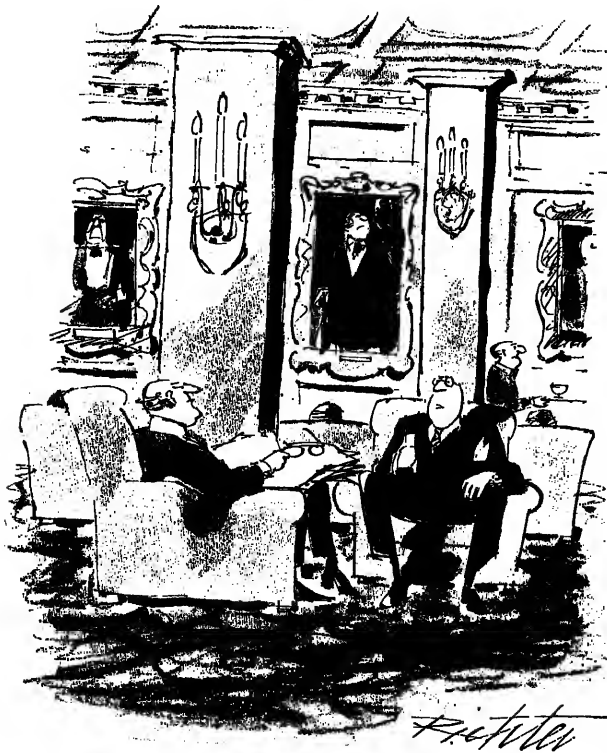
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Continued on Page B6

## THE ARTS

## Frog Princes and Fish as Business Executives: You Have 7 Seconds to Make Someone Laugh



"There may be a moral equivalent of war, but, by God, there is no moral equivalent of money."

By Zoë Ingalls

OCCASIONALLY, ver-r-y occasionally, Harold Bakken comes across a situation in which he can't find humor. Mr. Bakken, an associate professor of history at the University of Massachusetts at Lowell, is a ghost writer for cartoonists, providing ideas to help them over the dry spells. Although some cartoonists generate all of their own ideas, most rely on gag writers like Mr. Bakken at least some of the time.

Normally, he can turn out about 25 humorous ideas an hour: no problem. "But occasionally I hit something I can't write for at all," Mr. Bakken says. "Like once somebody asked me to do 20 gags that would be funny for turkey growers. I must say I worked at it, but it never did come. So I gave up on it," he recalls.

In most cases, however, Mr. Bakken works quickly and seemingly without effort, delivering a spindly, rat-a-tat string of punch lines with the dexterity of a verbal dartsman. He is a ghost writer for cartoonists, providing ideas to help them over the dry spells. Although some cartoonists generate all of their own ideas, most rely on gag writers like Mr. Bakken at least some of the time.

Turning to the shelves that line the wall behind his desk in a modest gray house just a few blocks from Harvard Square, Mr. Bakken retrieves a green, three-ring notebook, fat with photocopies of his New Yorker cartoons. Although he's written for some 500 magazines, he now works exclusively with cartoonists for *The New Yorker*.

One drawing shows a statue of a man. The inscription reads "Soldier, statesman, author, patriot, but still a disappointment to his mother."

In another, two angels with harps stand

among the clouds. One says to the other: "Do you ever have days when you wish you had a saxophone?"

Mr. Bakken has been writing gags since 1974. Whether he's writing for *The New Yorker* or *Ladies Home Journal*, the process is the same: He forwards the ideas to the cartoonists, who illustrate the ones they like and assume all responsibility for marketing them to the magazines.

Over the years, Mr. Bakken estimates that he's come up with more than 40,000 funny ideas. Even so, "I don't think of myself as a funny guy—certainly not the life-of-the-party type," he says.

"I used to tell jokes, used to have a large repertoire of jokes. But it's a funny thing, I don't tell jokes since I took up gag writing."

He is nonetheless entertaining as he alternately sings, plays the piano, and shares

his gags from cartoons past. His voice slips easily into a character, taking on the cadence of a frog or the brisk tones of a prize reporter to his company commander. And he has one of those full-bodied laughs that seem to clasp you on the shoulder and urge you to join the fun.

"I used to write 150 gag ideas a week," Mr. Bakken says. "Then it just got to be too much to peddle them. So now I write about 25 a week or something like that." His gags have appeared in a wide variety of publications, including *Playboy*, *Reader's Digest*, and *The National Enquirer*, in addition to *The New Yorker*.

"*The New Yorker* is the pinnacle of cartoon writing in this country; in financial terms it pays the best, in terms of the prestige of publishing there, and also in terms of the numbers they publish 1,000 or so cartoons a year," he says. "Nobody else comes anywhere near that."

Mr. Bakken says he knew from the time he was a teen-ager in Aitkin, Minn., that he wanted to write for *The New Yorker*. One of the course of his junior and senior years at Aitkin High School, he haunted the library, poring over every available back issue. "I fell in love with *New Yorker* cartoons," he says. "Because they were a way into another world that seemed to me to be more sophisticated."

AFTER GRADUATING from high school in 1953, Mr. Bakken earned a bachelor's degree at the University of Minnesota and then received his Ph.D. from Harvard University in U.S. history in 1976. He has taught at the University of Massachusetts at Lowell since 1987.

Gag writing is a hobby, a "pleasant side-light," Mr. Bakken says, but not something he could make a living at. As modest financial rewards, the gag writer gets 25 percent of the cartoonist's pay for a single cartoon. He gets about \$125 for each *New Yorker* cartoon, "and you can't sell them that many," he says, adding: "I think I sell them one every three weeks or so. And they're the top market."

Mr. Bakken estimates that there are about 200 professional gag writers. To make ends meet, they frequently do other forms of writing as well: for comic-strip cartoonists, stand-up comics, and greeting-card companies, among others. Mr. Bakken says he has "done a little bit of all of that stuff." He also has written textbooks; two children's books; and a stage adaptation, including book, music, and lyrics, of a children's novel called *Jack Everlasting*.

In addition, last month he completed a book on cartooning with Michael Richter, the cartoonist he most frequently collaborates with at *The New Yorker*. *The Cartoonist's Muse: A Guide to Generating and Developing Creative Ideas* is scheduled for publication this fall.

In the book, Mr. Bakken and Mr. Richter demonstrate how they come up with ideas. "A lot of writing gags is the sense of how to take an idea and twist it into something that works as a cartoon," Mr. Bakken says.

"In a cartoon," he continues, "the rule is, you have seven seconds to make someone laugh. Everything has to shoot for that instant recognition. If you're a stand-up

comic, you can do little buildup. If you're writing for sitcoms, you've got characters that the audience already knows, and they're sort of primed to laugh at."

"The cartoon you've got that seven seconds, and if you don't make them laugh they'll turn the page."

The "seven-second rule" explains why so many cartoonists rely on clichés, Mr. Bakken says. "In every other form of writing you want to stay away from clichés. In cartooning you absolutely should embrace them. Because if you can twist a cliché, you've got an almost guaranteed audience."

"There's one cartoon I did, I showed fish as business executives, all wearing suits. The chairman of the board says, 'Well, gentlemen, we're about to go belly up.'"

Fairy tales also work—"everybody recognizes the premise," Mr. Bakken says. He uses the tale of the frog prince to show how he gets his ideas. His mind and the conversation jump into a sort of free-association joy ride.

"So, the princess and the frog: The first thing I did was to start with the frog," he says. "How does he feel about this? Maybe he doesn't like princesses. So he's on the psychiatrist's couch, and he says, 'I love a phobia about princesses.'"

"He has friends who've had their own experiences kissing princesses, and they don't like it. Or they're radical populists, and they can't stand the idea of monarchy. And then you can do a whole set of things off his family. Of course they're all pigs. And his mother really wants him to be a doctor, not a prince—my frog the doctor—she's not happy with that."

"Then they go to the event. He kisses her. She kisses him. What happens? Suppose he doesn't turn into a prince. Suppose he turns into something else. I can think of 20 premises."

"He turns into a vampire. He turns into a man in a suit. He turns into a bigger frog. There's an endless variety of things that can go wrong with this."

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They get married. All his relatives are frogs. So one side of the church has all frogs and one side has all royalty, and so on.

"There's a famous *New Yorker* cartoon—it wasn't mine—there's this frog entering a church for a wedding and he says to the usher, 'Friend of the groom.'"

"Who marries them? Is there a frog minister and a human minister? What about the wedding reception?"

"I had a cartoon—the king comes up to the queen and says, 'I don't have anything against frogs, but it's damn hard to make small talk with them.' And so on. So then you can do endless things about the wedding . . ."

Mr. Bakken says that once, in a "flash of youthful bravado," he sat down and in an hour wrote 30 frog-prince gags.

"Coming up with ideas is like trolling," he says. "You have to know where to put the line down and, most important, you have to know when something's out there, and you pull it up."

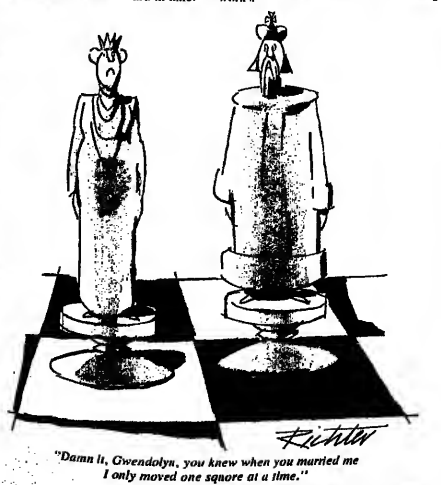
FROG-PRINCE JOKES will probably always sell, but over the years there are ideas that have become passé. Mr. Bakken says, for example, chorus girls looking for rich tycoons—formerly "stock-in-trade for *The New Yorker*," he says—and, more recently, jokes about lunatics.

Some ideas "phase in and out," Mr. Bakken says. Jokes about the economy, for instance. "All you have to do is save all your economic-crunch gags and wait till the next one comes around," he says.

"I've been recycling these gags from the 1975 recession this last year."

Asked to give an example, he blanks out. There's a brief pause while he makes up a new one. "Okay, okay. There are . . . You put two guys on a desert island. One is reading a message from a bottle. The President expects an upturn before the election."

"Cartooning is the most demanding, I think, of humorous art forms, and I love it for that reason," Mr. Bakken says. "You know when you've gotten through at a sort of visceral level. You know that you've really done it, that it really works."



DRAWN BY MICHAEL R. © 1992 THE NEW YORKER MAGAZINE INC.

## MÉLANGE

## Death and Denial; 2-Dimensional Novels; Women's Studies; the Interests of the Deaf

WE WANT DEATH to never happen, to be a non-experience, or an event that cannot threaten our dignity. Yet, as the philosopher Paul Ramsey used to say, there is nothing at all dignified about dying—one might add, nor happy either. Death must be seen for what it is—certainly inevitable, a painful rendering, our finitude—if we are to understand the human condition and even begin to ask about the meaning of life. Death is momentous, in the general and in the specific. For the dying person, spirit and body are inescapably involved in a final reckoning. No witness can be untouched, except by a distortion of the most fundamental truth, that we are mortal. The distance between us and the dying person is only an accident of time.

It is this sense of mortality we try to hide from and the reason we have created institutions of denial. Oddly enough, we even deny the extent to which these institutions contribute to our problems. In the innumerable debates and discussions about death, the focus remains on individual strategies, as if, for example, one person's choice of suicide over protracted terminal illness constituted a justification in itself, prompted by psychology, legitimated by one's will, and with no social consequences or meaning.

Yet our hospitals are strange and alienating environments to the extent that they obfuscate this truth of mortality by therapeutic experimentation, intensive care, and the "harvesting" of organs from living corpses. Our homes are threatening to the extent that people are left in isolation to deal with life as a burden and death as an obscenity. The quick-fix suicide machine . . . might relieve the individual of woe and suffering, but what about the rest of us, who will difficulty attend to our living wills and then await the worst? We know that death is not obscene; it cannot by itself deprive us. But it is frightening in its familiarity and cannot be simply planned away.

—JENNIFER GUILLENHIN, professor of sociology at Boston College, in the July-August issue of *Society*

A LOT OF MODERN NOVELS seem to be entirely two-dimensional: they have an accomplished, even glittering surface, but no resonance; their authors appear to be paying no attention to their own psyches. As a result they aren't writing out of themselves but simply onto a screen. It ought to be creative, but it never is. It's actually utterly Thatcherite, the literary equivalent of that heartless postmodern architecture which could be by absolutely anybody. And it's all written with an eye cocked for prizes, as if for some putative literary jury. . . . It's knowing, in short, but it's not knowledgeable.

—JAMES HAMILTON-PATERSON, writer, in the August issue of *Vanity Fair*

I THINK [the future of women's studies in the academy] faces an internal struggle. In the end, the battle against the conservatives was much easier to

win. Sure, there are people who still have doubts, and there are people who have biases, and I don't expect them to become feminists. All I wanted was some respect for what we were doing, and I think we genuinely got that.

But the battle against the radicals is much harder: it's pervasive. The tendency in women's studies is towards denigration. It isn't necessary, but it's natural. It's the path of least resistance, and it's fairly widespread throughout the country, because it's so easy to assume that women's studies is really going to be feminist studies, that its main purpose is ideological, not intellectual. Of course, it's also cheaper. Women's studies must be attractive to deans, because if you give people just enough to keep the ideologically faithful happy, then you don't have seriously to commit funds and time to a program. In reality it's a tragic, because women's studies is an academic discipline. There is much work to be done.

—EDITH FINE-GEORGE, professor of the humanities at Emory University, in the summer issue of *Academic Questions*

MEMBERS of the American deaf community affirm that what characterizes them as a group is their shared language and culture, and not an inability. When Gallaudet University's president, Dr. I. King Jordan, was asked if he would like to have his hearing back, he replied: "That's almost like asking a black person if he would rather be white. . . . I don't think of myself as missing something or as incomplete. It's a common fallacy if you don't know deaf people or deaf issues. You think it's a limitation."

Scholarship does not provide reliable guides on where to draw the line between valuable diversity and treatable deviance. In the course of American history, health practitioners and scientists have labeled various groups biologically inferior that they no longer consider in that light; these include women, Southern Europeans, blacks, gay men and lesbians, and culturally deaf people. What scholarship does tell us is that there is increasingly the well-founded view in America, as around the globe, that the deaf communities of the world are linguistic and cultural minorities. Logic and morality demand that where there are laws or moral protecting such minorities, they extend to the deaf community.

In America, this recognition of the status of the deaf community, fueled by the civil rights movement, is leading to greater acceptance of deaf people. The interests of the deaf child and his parents may best be served by accepting that he is a deaf person, with an elaborate cultural and linguistic heritage that can enrich his parents' life as it will his own.

—HARLAN LANE, professor of psychology at Northeastern University, in *The Mask of Benevolence: Disabling the Deaf Community*, published by Alfred A. Knopf





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Further information may be obtained from Professor Alan Davison, Chair of the Commerce Programme: telephone 61-9 360 2616, facsimile 61-9 310 7560, e-mail davison@murdoch.edu.au

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Applications must be in duplicate, quoting appropriate reference number, including full personal particulars, details of tertiary qualifications and experience, academic transcript, research interests, current salary and the names and addresses, including phone number and fax number of three professional referees to reach the Senior Personnel Officer, Murdoch University, Murdoch, WA 6150, and later than Monday 31 August 1992.

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The position will be available from 1 October 1992. Appointment will be for a period of two years, extendable on an annual basis subject to availability of funds.

Information may be sought from Professor G. W. Jones, Coordinator, Demography Research School of Social Sciences, The Australian National University, GPO Box 4, Canberra ACT 2601, Australia or by writing to the University.

Closing date: 31 August 1992

Reference: SS 147.1

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The University of Natal, Pietermaritzburg, 3200, South Africa, is seeking to appoint a Lecturer in the field of Pariners. The position is a full-time position and is located in the Department of Pariners. The position is a permanent position and is located in the Department of Pariners. The position is a permanent position and is located in the Department of Pariners.

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The University of Natal, Pietermaritzburg, 3200, South Africa, is seeking to appoint a Lecturer in the field of Church, Chiropactic, and Basic Science. The position is a full-time position and is located in the Department of Church, Chiropactic, and Basic Science. The position is a permanent position and is located in the Department of Church, Chiropactic, and Basic Science. The position is a permanent position and is located in the Department of Church, Chiropactic, and Basic Science.

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THE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER.

**Assistant in Obstetrics and Gynecology**

The Department of Obstetrics and Gynecology, University of Florida College of Medicine, is seeking to appoint an Assistant in Obstetrics and Gynecology. The position is a full-time position and is located in the Department of Obstetrics and Gynecology. The position is a permanent position and is located in the Department of Obstetrics and Gynecology. The position is a permanent position and is located in the Department of Obstetrics and Gynecology.

Applicants should submit a curriculum vitae and a list of references to the Secretary, The University of Florida College of Medicine, Gainesville, FL 32610, quoting reference number and including curriculum vitae, list of publications and names of at least three referees.

THE UNIVERSITY IS AN EQUAL OPPORTUNITY EMPLOYER.

**THE HONG KONG ACADEMY FOR PERFORMING ARTS**  
**THE HONG KONG ACADEMY FOR PERFORMING ARTS**

**Director: Dr. John Hosier, CBE**

The Academy is a major tertiary level institution established for professional training in the performing arts, both Western and Chinese, embracing dance, drama, music and technical arts. It offers courses at both degree and diploma level. Applications are invited for the following posts which become available in January 1993:

**(1) DEAN OF TECHNICAL ARTS (THEATRE)**

The School of Technical Arts comprises two Divisions: Theatre and Television/Film. Until recently one Dean had the overall responsibility for both areas; however with the rapid development of the television programme and the move to degree status in Theatre Arts, it has been decided that each Division should be led by its own Dean. The present Dean will now become responsible for the Television/Film Division.

The Theatre Division of the School of Technical Arts covers scenic, lighting and sound design; stage management; costume technology, scenic construction, property and scene painting. The teaching staff is international. The Theatre Division works closely with the other Academy Schools of Dance, Drama and Music (Opera) in the mounting of productions in the Academy venues, considered to be among the best in the world.

The Dean will be expected to have appropriate academic qualifications, distinguished professional experience in one or more of the Theatre Arts, and to have a thorough knowledge at a responsible level of tertiary education in the performing arts.

Newly validated degree (BFA) courses will begin in September 1993. Masters degrees are also being planned.

**(2) DEAN OF MUSIC**

The Dean, with the Assistant Dean, is responsible to the Director for the academic and administrative affairs of the School and the management of an international staff which includes seven Heads of Departments and a team of full-time and part-time teachers.

The Dean will be expected to have extensive and wide experience in the musical world, high level teaching experience, and proven administrative and organisational ability, preferably in a tertiary institution.

**(3) HEAD OF STRINGS**

The Head of Strings is responsible to the Dean of Music for the overall organisation of the String Department (Western Music). This includes the design of syllabi; organising ensemble and chamber music; orchestral technique classes, auditions, examinations and assessment procedures. The Head of Strings would also be involved in supervising the string activities in the flourishing Junior Department.

As the position will involve some teaching, the candidate should be a strong teacher (preferably violin/viola) of distinction, ideally with a reputation as a performer.

**CONDITIONS**

The salaries for the above posts are as follows:

posts (1) and (2): US\$94,400 p.a. equivalent;  
post (3): US\$46,140 p.a. to US\$71,000 p.a. equivalent

starting salary is according to experience and qualifications for post 3. Generous fringe benefits include medical and dental benefits, child education allowances and a vacation leave. Domestic accommodation is provided by the Academy with appliances contributing 7-12% of salary. The maximum rate of income tax in Hong Kong is 15%.

Appointments are normally on four-year contracts, subject to negotiation.

A gratuity equal to 25% of the basic salary earned during the contract period is payable in two instalments, half after completion of the first two years and the other half at the end of the contract period.

Application forms and further details can be obtained from:

Head of Administration and Personnel  
The Hong Kong Academy for Performing Arts  
GPO Box 12388 Hong Kong  
Fax: (852) 892 4372 Tel: (852) 584 1568

Applications should reach the Academy by 4th September 1992.

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**Academic Development Officer**

The University of Natal, Pietermaritzburg, 3200, South Africa, is seeking to appoint an Academic Development Officer. The position is a full-time position and is located in the Department of Academic Development. The position is a permanent position and is located in the Department of Academic Development. The position is a permanent position and is located in the Department of Academic Development.

Applicants should submit a curriculum vitae and a list of references to the Secretary, The University of Natal, Pietermaritzburg, 3200, South Africa, quoting reference number and including curriculum vitae, list of publications and names of at least three referees.

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## RCC

**FACULTY POSITIONS:** RCC has full-time, tenure track faculty positions open in the following academic areas:

- English (#586) ● English as a Second Language (#589)
- Early Childhood Education (#587)
- Science (Biology, A&P) (#588)

Faculty positions require a Master's degree in a related field and teaching experience.

**Director of Financial Aid**—Responsible for counseling student applicants and awarding financial aid funds according to financial aid guidelines. BA in related field required (Master's preferred) or 3 years of direct experience in financial aid administration. Knowledge of computer and understanding of laws and regulations relating to financial aid required.

**Director of Counseling and Placement Services—**Oversee RCC's personal adjustment, career, transfer, bilingual and disabled students counseling services. Master's in related field, 9 to 10 years of higher education experience required. (#689)

**Director of Media/Arts Center**—Successful candidate will have knowledge of higher education principles and practices, plus a basic knowledge of theater/auditorium management and operations BA and related experience required. (#582)

**Director of Resource Development**—Responsible for coordination of all external funding efforts, prepares grant proposals and communicates with external media.

**Registrar**—Oversees maintenance of student records and administers registration process. Higher education experience and a Master's degree (preferred). Application deadline is August 15, 1992. (4600)

**Coordinator of Developmental Education**—Responsible for increasing overall effectiveness of developmental education programs and works with faculty and staff to enhance developmental ed. programs. Master's in related field and substantial experience in teaching developmental courses required. Good verbal and/or written communication skills required. Salary \$12,000-\$14,000. Send resume to: **Dr. Robert L. Smith, Director of Developmental Education, 1000 University Ave., Room 100, St. Paul, MN 55106.** EOE.

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ROXBURY  
COMMUNITY  
COLLEGE

### MARKETING CHAIRPERSON

**MARKETING CHAIRPERSON**  
**Appalachian State University**  
The Walker College of Business at Appalachian State University seeks a chairperson of marketing. The successful candidate will have a Ph.D. in Marketing and a minimum of 10 years of experience in the field. The position is a full-time, tenured position. For consideration, please send your curriculum vitae and a letter of interest to the Dean of the Walker College of Business, Appalachian State University, Box 26170, Boone, NC 28608. Please include the name of the journal in which you published your work. The salary is commensurate with experience. An Equal Opportunity Employer.

Appalachian State University, founded in 1899, is located in Boone, North Carolina, near the borders of Virginia and Tennessee and is one of the most popular year-round recreation areas in the Eastern United States. A member institution of The University of North

The position is available July 1, 1983. Completed applications are due by September 28, 1992 and must include letter of application, current vita, and the names and addresses of three references.

three references. Official transcripts will be required prior to appointment. Send applications to Dr. Michael Dolson, Marketing Chairperson Search Committee, c/o Dean's Office, Walker College of Business, Appalachian State University, Boone, North Carolina 28608. Equal Opportunity Employer.

**Appalachian**  
STATE UNIVERSITY

**MBA program.** Responsibilities include teaching courses in Quantitative Methods, Management Information Systems, and

**Computer Science.** The position requires a Ph.D. or a DBA with related course work in the field. Successful teaching experience at the MBA level is required. Professional business experience is desirable. Palm Beach Atlantic College is a faith-related, private, nonsectarian college. For consideration, please send your resume, transcripts, and three letters of recommendation to: Vice Chancellor for Academic Affairs, Box 121, 1200 North U.S.

Send your resume with an envelope to approximately 1,500 students. Send letter of application, vita, transcripts, and names, addresses and phone numbers of three references to Dr. Joe J. Bessa, Jr., Director of the MBA Program, Palm Beach Atlantic College, Rinkar School of Business, P. O. Box 1000, Palm Beach, FL 33402. Applications will be received through August 31, 1992. UAPB is an Equal Opportunity/Affirmative Action Employer.

Box 24708, West Palm Beach, Florida  
33416-4708.

positions include teaching courses in Organizational Behavior, Human Resource Management, and Marketing Management. This position requires a Ph.D. or DBA with related course emphasis. Successful teaching experience at the MBA level is required. The national business school professor is on a scale from 02537,440

person. Firms and individuals interested in this position should send a letter of interest to the following address: Palm Beach Atlantic College is a faith-related, private, liberal arts college with an enrollment of approximately 1,500 students. Send letter of application, vita, transcripts, and names, addresses and phone numbers of three references to Dr. [REDACTED] N2543.444 (08/2), and also from N2546.800 N2549.083 per annum. Applications close on 30 October 1992. Further particulars at [REDACTED] Conditions of Appointment may be obtained from the undersigned. Applicants quoting Position Number HJ202 must address it to: A. W. [REDACTED] [REDACTED]

Dr. J. Eason, Jr., Director of the MBA Program, Palm Beach Atlantic College, Rinker School of Business, P. O. Box 24708, West Palm Beach, Florida 33416-4708.



ST. THOMAS UNIVERSITY  
FACULTY POSITIONS

A growing, private comprehensive Catholic university, STU has an actively and intensively recruiting faculty of approximately 2500. Over 85 faculty teach in 27 undergraduate majors. 11 graduate programs and the Law School. The main campus is situated on 140 acres and is located in the heart of St. Thomas, Florida. STU has a tradition of teaching excellence and encourages scholarly productivity by its faculty. Primary faculty responsibilities include teaching undergraduate and graduate courses, advising students and developing curricula. The following new faculty positions, Assistant Professor or above, require minimum of three years' teaching or professional experience. Candidates must have an earned doctoral degree in the field in order to be considered.

**SCHOOL OF BUSINESS ADMINISTRATION**  
**Health Management**—D.B.A. or Ph.D. in Business Management and a Master's degree in Health Care Administration. Significant administrative involvement in professional associations preferred. Deadline for applications: August 21, 1992.

**SCHOOL OF ARTS AND SCIENCES**  
**Elementary Education**—Ph.D. or Ed.D. in Elementary Education with teaching experience at the elementary level required. Responsibilities will include teaching education undergraduate and graduate courses. Deadline for applications: September 15, 1992.  
**Psychology**—Ph.D. in Psychology required to teach courses in Clinical or Counseling Psychology, and Tests and Measurements. Deadline for applications: September 15, 1992.

STU welcomes new members of all ages, races, nationalities, and religious beliefs, and offers competitive salaries commensurate with skill, talent, and experience. For immediate consideration, send curriculum vitae, including references, and official transcripts by deadline date to the Office of Human Resources, ST. THOMAS UNIVERSITY, 1400 NW 22nd Ave., Miami, FL 33164. Fax: (305) 626-6100. Equal Opportunity Employer. (Positions pending board approval.)

## WESTERN NEW MEXICO UNIVERSITY

Full time tenure track position as Assistant or Associate Professor of Economics beginning January, 1993.

**DUTIES AND RESPONSIBILITIES:** Generalist, required to teach in several areas including Business, Public Administration, and Education. Major areas include basic economics, principles of micro and macro money and banking, public finance, international, and managerial economics.

**EDUCATION:** Ph.D. preferred, however, ABD candidate in economics with teaching experience at the undergraduate level. Candidates must be a U.S. citizen or permanent U.S. resident.

Western's primary emphasis will be excellence in teaching. Applicants for the position will be required to present a lecture on a subject of their choice in economics.

Review of applications begins September 20 with position remaining filled by applicant selected by the University. Materials will not be returned or copied for applicants.

**TO APPLY:** Please send a letter of application, resume, and a list of five references to Professor of Economics Search, Office for Human Resources, Western New Mexico University, Box 600, Silver City, NM 88302.

The University is an Affirmative Action, Equal Opportunity Employer. Qualified women, minorities, veterans, and disabled persons are encouraged to apply.

## ASSISTANT PROFESSOR

The Department of History, Geography and Political Science at Quinnipiac College invites applications for a tenure-track Assistant Professorship in Comparative Politics with an area interest in Africa and/or Latin America. To begin in January 1993. Candidates should hold their Ph.D. in exceptional ABD degree will be considered if there is evidence that their chosen candidate will be received no later than October 1993. The program in Political Science, which we hope to begin in the Fall of 1993. For consideration, please send your doctoral transcript, at least three letters of recommendation, to be received no later than October 15, 1992, to: Professor Ron Halpern, Director, Department of History, Geography and Political Science, Quinnipiac College, Hamden, CT 06430. We are an Equal Opportunity, Affirmative Action Employer.

Princeton University  
Faculty Positions in Materials Science Engineering

The Department of Mechanical and Aerospace Engineering at Princeton University seeks senior or junior faculty members to fill appointments in the areas of Materials Science Engineering. The position is in the Department of Mechanical and Aerospace Engineering, Princeton University, Princeton, NJ 08542.

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Professor Gary L. Brown, Chair  
Department of Mechanical and Aerospace Engineering  
210 Engineering Quadrangle  
Princeton, NJ 08542

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August 5, 1992



For reservations, call your travel agent. For more information call: 1-800-283-2707.

# Events

IN ACADEME

WELCOME



The Magic of the  
Academic Convention: C5



The Perfect  
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Chronological listings  
of events from August 1992  
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C22

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Readers may want to save this section  
for future reference.

Cover: University of Pennsylvania  
Robert Llewellyn

August 5, 1992

# IF YOU'RE EXPECTING EVEN MORE FROM A HOTEL IN TIMES LIKE THESE, YOU'D BETTER WAKE UP.



In times like these, convention planners have an especially tough assignment. So, your best bet is to rely on the hotel company that's synonymous with conventions. The one that's been doing them the best for the longest. The one you know will be here. Hilton.

## HERE'S WHERE THE BEST CONVENTIONS BEGIN.

Our National Sales Team has the most advanced information technology in the industry behind them. Because their job isn't merely to book your convention. It's to build a relationship that will bring you back to Hilton again and again.

## WHY MORE CONVENTIONS HAPPEN HERE.

Over time, Hilton has entertained more conventioners than any other hotel company in the world. Perhaps because we have more hotels that can handle over 1,000 guests in more diverse locations than anyone else. And also because of the consistently high quality of our convention service.

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## RENOVATIONS HERE, THERE AND EVERYWHERE.

Unlike some of our competitors, we're continuing to refurbish our hotels, like the Hilton Hawaiian Village and the Las Vegas Hilton, from lobby to penthouse. We're also building a spectacular new convention hotel, the Minneapolis Hilton and Towers, due to open in the fall of '92.

## THERE'S SOMETHING HAPPENING HERE.

We've created a new Hilton image, as evidenced by our brand-new signature, to underscore our commitment to continuous improvement. So, next time you're hoping for more from a hotel, have your people wake up here. At Hilton.

**H**ilton

August 5, 1992

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# The Magic of the Academic Convention

By Roderick P. Hart

BEING the curmudgeons they are, American academics rarely reflect on the annual rite of spring (or fall or winter, never summer) known as the scholarly convention. If they do reflect upon it, they do so in their characteristically flinty manner: "Well, old Clarence really has lost it, hasn't he? I've heard the old coot give a variation on that same talk at this convention for 10 years now." Or "The people who supervised his dissertation speak well of him, so we should probably interview him at the convention. But he's got that damned air of positivism that all those Stanford Ph.D.'s have. He could be tough to take on a daily basis." For most academics, conventions are a time for business: jobs to get or give, papers to deliver or savage, books to buy or sell. The cab ride to the convention hotel from the airport is therefore an adrenal high. The body's chemistry portends the feelings of anticipation, excitement, and—let us be candid—power that make academia the curious amalgam

## "It is a homecoming. It is a place where the clan gathers to remember what it is and why it is."

of contemplation and mercantilism that it is. Power Lost and Power Gained, Power Anticipated and Power Remembered—these are the emotions of the academic convention, and they are played out each year in the late-night receptions, at the book exhibits, in the placement-center queues, and, yes, in the tables-for-one at the Italian Village frequented by the not-yet-discovered and the not-still-remembered. For some people at some conventions, the trip to the airport at convention's end can seem an eternity.

But there is much that is magical about the academic convention. It is, preternaturally, a homecoming. It is a place where the clan gathers to remember who it is and why it is. Because it is a homecoming, it carries with it all of the bitter sweetness of human connectedness and human heritage, of new loves and old wounds. Who among us cannot remember the painful partition of the first convention, that seemingly endless series of days when we discovered that all others but us were glib and incontinent and better dressed and carelessly influential? Who among us are now so filled with mid-career importance that they cannot remember the very place in the very hotel ballroom where they were haplessly planted, watery drink in hand, when Someone Important sought them out (a minor miracle in itself) and declared, "Oh, so you're X. Just read your essay in *Monographs*. Enjoyed it." I, at least, remember that very moment. A moment of baptism, I surely thought, an anointing with Jock Daniel's, a permanent cleansing of the most dreaded academic sin of all—anonymity. Inconceivably, my first Someone Important later became a close friend, a kind of adopted older brother who told me when I was being smart and when I was not. Some months ago, on roughly the 20th anniversary of our first meeting in the Stater Hilton ballroom, this Still Someone Important declared through a fog of decent Philadelphia liquor, "You know, Hart, you're someone I enjoy growing old with."

**T**O SPEAK of such personal matters in a scholarly context may seem indulgent, if not self-indulgent. Academics, after all, have an extra layer of epidermis to protect them from feeling feelings. "I go to conventions to deliver my scientific papers, to talk to the federal people about renewing my grant, and to choose the next editor of the journal," my biologist friend reports. "It's a business trip, nothing more." When pressed, though, that same biologist takes on a forlorn look when recounting the surprise party arranged for him by his former postdocs on the occasion of his 60th birthday. "They were all there," he remembers, "from each of my labs—even back to my Berkeley days. My family, too. Shocked the hell out of me. Didn't know a thing about it. They got a backroom of Joe Faqan's. Everyone had ribeye. My favorite. Then the speeches. My daughter, Jo, did this funny toast. And my first postdoc, Bill Crookmore, he's now a VP at Rice, he shows up with this old jacket I gave him when he was struggling through the winters of Ann Arbor. Can you believe that? He saved that jacket for 30 years. Not a convention I'll soon forget."

Not as many of them. As we academics come to and fro speaking of Michelangelo (and Max Weber and neuroscience), we measure out our lives to the plastic coffins of McGraw-Hill's book displays. Conventions are, in that sense, a calendrical rite. They occur often enough to remind us that we are aging but, blessedly, they expire in five days, thereby curbing excessive self-reflection. Like so many ancient rituals, scholarly conventions are held in special, set-apart places. Once a year, concrete and vertically replace the grass and laterality of our campuses back home. We plot our trips to these distant shrines months in advance, and when reading the pre-convention brochure we are often

in a scriptural frame of mind. We travel to these ceremonies newly adorned, carduroy replaced by gabardine, cotton by silk. The Christmas briefcase substitutes for the canvas carryall and, during that glorious week before the convention, the chatter in the Department becomes positively electric: "Got tickets to the Knicks game?" "You're going to bunk eight in a room?" "Don't worry, Campbell's a kind discount."

**L**IKE ALL DISTINCTIVE UNTHROPOLOGICAL moments, conventions help us celebrate the comings and goings in our lives that give special delight, special pain. The early life cycle is evidenced by the now-popular day-care facilities pioneered by the Women's Caucus. Thereafter, the new infant is carried papoose-style from no-host reception to convention lobby to paper session and receives as many oohs and ahs as on Main Street back home. The years go on and the papooses grow, and so savvy planners now keep their eyes on "the family connection" when choosing convention locations (even physicists' kids like Disneyland). But conventions are business, and so ultimately the first paper is given: equal parts inspiration and perspiration—for author and dissertation adviser alike. The first book contract is signed, and then the second, and then the ninth. Conventions also teach manners (for example, that alcohol and scholarly protocol are inversely correlated). But the academic convention's chief lesson is that time is a winged creature. And so the greeting may go well enough, but then the second husband is confused with the first husband and everyone is embarrassed; suddenly, there are three meetings to attend. Hair styles seem to change annually and that too strains the memory, as do the boards and cellulite that come and go without warning. Out of sheer desperation, the wisest among us masters the handshake cum-naming examination until nearsightedness makes even that a chance move. The awards ceremonies also tell us that life is relentless: Best Dissertations in Area Studies, the Distinguished Service Award. And the muffled elevator conversations remind us that despite their august, cerebral selves, even scholars bow to primordial forces: "Mummy was here with us last year. It's not the same convention without him."

Conventions are also propaedeutic in other ways. For one thing, they display—at one time and in one place—the roads taken and not taken and thus continue to prompt Ed Koch's favorite question: "How am I doing?" Academics typically ask more Athenian questions than this but still they ask them: "How's your book been received?" (It hasn't sold more than mine, surely?). "Who's being nominated for Division chair?" (Has anyone thought of submitting my name?). "Why is Simons on so many panels?" (And why aren't I?). Conventions are a crossroads in which many people with many ambitions, and with differing amounts of talent and luck, parade their plumes in front of one another, hoping for the kindness of a kind glance. This does not make academics craven nor conventions brothels. But it does make academics people.

Consider the alumni reception sponsored by one's doctoral department: The 25-year-old meets one of her footnotes in person and then stammers in between stuttering. The 35-year-old, recently swamped by the storms of tenure, reverts to the defenses of childhood by avoiding the gaze of his major professor. The 45-year-old hears about her old officemate's new Lexus and is reminded that Routledge pays better than sophomore composition. The 55-year-old, long in the tooth as a campus administrator but for removed from the journal pages, slips on the drink of the Once-known: vodka and small talk. And the 65-year-old pumps new hands with renewed gusto, hoping for a visiting professorship soon in a warm climate.

The scholarly convention is therefore something of a rite of the résumé. Because thinking for a living is a subtle business and because getting academic feedback is an enigmatic process when it is not a byzantine process, the annual convention is one of the few occasions when one's self-image and one's social image arrive at the same party. For academics this is a mixed blessing, for they work harder than most to deny their social selves. They decry student evaluations as popularity contests and they raise the blind reviewing of manuscripts to exalted status. They speak of Standards and Excellence as if they are immediately next to Platonian nominal spheres. But conventions give the lie to all of that because they feature the peopling of a profession. They teach that, yes, he is brilliant but he is also overweight and, yes, she has achieved much but seems delightfully unaware of it. As young members of a profession, we learn what is worth becoming by watching what others have become, and when walking across the convention floor we collect examples of creases and kindness for our memory books. We learn that that most dreaded of all creatures, politics, has as much to do with career making as does a university press book, and we learn, continuously, that people are people, as when a newly minted Ph.D. cuts in front of us while waiting for a job interview. Often, we learn that there is as much sadness in being new in a field as in being old in a field and thus that happiness must lie inside, not outside, the self.

**T**O SPEAK of such matters is to risk sounding muddled and euphoric—terms that academics use to dismiss anything that is true. To feature the human side of intellectual life is to enter the netherworld of mysticism that the Enlightenment sought to replace. But even the children of the Enlightenment must eat and sleep. And so they do, once per annum, as regular as clockwork. Even though they spend much of their time alone during the rest of the year—and there is something intractably solitary about the scholar's life—they come together each 12 months to share what they have been thinking. They gather together in high-priced hotels made suddenly affordable by the fact of their collectivity. They spend their university's money, and equally often their own, for a chance to think new thoughts, feel new feelings, and, perhaps, to reinvent themselves professionally while there is still time to do so. Above all, the academic convention signals that life is not yet set: New books are being written, new courses taught, new programs coming on-line. Renewal, the annual convention promises, is still possible. Check-in is at noon.

Believers of all persuasions come together at the convention. The Nobel laureate hovers in air not breathed by the local arrangements chairperson, but both pay \$93 a night for a single. The rational-choice theorist waits in the same breakfast line as the neo-Marxist and then both underwrite the waitress. For a short time each year, academics pontificate to one another and cut deals with one another and, let us be honest, teach and inspire one another. Having been raised with common myths, they share a common professional mission and therefore know one another even before meeting one another. Their annual coming-together is thus a celebration truly, modern warriors donning around a unique campfire of thought. None, it seems, can resist the dance. Philosophers do it, chemists do it, even electrical engineers do it. All convene. Being the serious scholars they are, they would leave their human selves at home if they could. But they can't. And so that becomes the simplest pleasure of growing old together.

Roderick P. Hart is professor of communication and of government at the University of Texas at Austin.

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# The Perfect Meeting

The nightmares of conference planners include hurricanes, fires, political protests, bomb scares—and drones

By Carolyn J. Mooney  
THE PERILS of running an academic conference are considerable.

Conference planners have been known to rearrange their meetings to avoid hurricanes, fires, the sudden death of a speaker, labor disputes, morder, walkouts by conferees, political protests, air-traffic controllers' strikes, bomb scares, and—no conference can escape them—drones.

But the worst-case scenario—the nightmare of every meeting organizer—may be the one cited not long ago by Jules R. Ryckebusch, the brains behind a conference marking the 100th anniversary of the Lizzie Borden murder case.

"I worry that nobody will show up," said Mr. Ryckebusch, director of the communications program at Bridgewater State University in Bridgewater, Mass. He was speaking at a meeting in Fall River, Mass., the scene of the infamous dooble murder.

Many an academic conference has been interrupted by disaster of one kind or another, logistical, professional, and personal variety. Somehow, the show always seems to go on. But the quest for a perfect meeting never ends. Anyone who has ever been involved in planning a meeting—a process that often begins years before the actual event, when the conference site is booked—has a merry time.

In 1985, just three weeks before the annual meeting of the American Sociological Association, the conference hotel closed because of an electrical fire. With 4,000 conferees preparing to descend on Washington, Janet L. Astner, the ASA's convention manager, "ran around like crazy" to redo in three weeks what had taken months to accomplish. The conference was moved to the city's convention center. Guests were rebooked in other hotels, programs were reprinted, and everyone who had registered was notified of the change.

Another sociology meeting, held in Toronto, hit a snag when Canada's postal workers went on strike. ASA members couldn't send their deposits to Toronto hotels, so the association hired a customs agent to meet a courier who flew the money to Canada. An air-traffic controllers' strike ended just before the meeting, where a bomb threat delayed one event for an hour and a half, Ms. Astner recalls.

The 1991 ASA meeting, meanwhile, was disrupted by angry exchanges over an anti-abortion group's display in the exhibition hall. (The association has since approved a formal policy that limits exhibits to those of professional interest to sociologists.)

Ms. Astner's advice: "Running a meeting takes attention to myriad details, and then you have to be flexible enough to realize that sometimes you have to get in there at the last minute to readjust things."

Thus did the Latin American Studies Association weather Hurricane Hugo, which swept through the Virgin Islands and the Carolinas in 1989. Three days before 1,750 scholars were to arrive in San Juan, Puerto

Rico, for the event, the headquarters hotel was hit by the hurricane. The conference organizers fielded hundreds of telephone calls and quickly rebuked the meeting in Miami for the following month.

Conference organizers are also mindful of politics. Some associations try to avoid hotels involved in labor disputes, just as in the past some groups avoided holding conferences in areas that had not ratified the proposed Equal Rights Amendment. The American Historical Association plans to inform members who attend its 1994 convention in San Francisco that a hotel to be used for overflow guests is involved in a labor dispute. The AHA learned about the dispute after it had contracted for the site.

Neavah presents a different dilemma for some groups, who worry that the casino culture runs counter to their academic image or that conferees will while away their days at the slot machines. The American Sociological Association discussed meeting in Las Vegas seven years ago, but decided against it when some of its members expressed concern about gambling and "excitation," Ms. Astner says.

The Organization of American Historians, on the other hand, considers a conference it held in Reno a success. Members took advantage of the conference hotel's optional rooms with round beds and mirrors on the ceiling and found plenty of time to play the slot machines before and after the meetings. "I think members went with an open mind," says Mary Helming, the 1981's conference manager at the time, who now holds the same job with the International Association of Convention and Visitor Bureaus.

In her nearly 10 years of touring conferences for the IAVB, Ms. Helming learned much about the meeting business. Still, she

ding's attempts to administer cardiopulmonary resuscitation.

Several years before, a conference at an OAH convention held in New Orleans was shot and killed during a robbery attempt outside the conference hotel.

**F**AR MORE TYPICAL are problems caused by the participants themselves—speakers who don't show, audiences who don't show, and crashing conferees.

The annual meeting of the National Women's Studies Association in 1990 was disrupted by an angry walkout staged by women who complained that minority members had been treated unfairly. Despite the NWSA's efforts to appear more inclusive at its latest meeting in June, various groups of women—ranging from vegetarians to lesbians to allergy sufferers—complained that conference organizers had in some way offended them.

Max Dresden, now a visiting scientist at Stanford University's linear accelerator, still laughs as he recalls how, when he was a student in Germany, a scientist traveled from India by ship to attend a physicists' conference there. Only problem was, he was a physiologist. The man had the same name and worked at the same university as a prominent Indian physicist, and had mistakenly received the invitation intended for the physicist. He spoke anyway.

At a recent general-education conference in Asheville, N.C., officials of the Association of American Colleges became incensed when the keynote speaker, Bard College President Leon Botstein, hadn't arrived. Samuel Schuman, chancellor of the University of North Carolina at Asheville, offered to fill in, but Mr. Botstein

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ILLUSTRATION BY VIVIAN SCOTT REBER

University doctorate. She suggests that in such cases, bartenders could intervene and explain to the critic that hotel policy requires him to speak directly to the person he is criticizing. "I don't really have an etiquette for saying, 'Would you like to say that to me?'" she says. Hotel employees could also serve as academic "bouncers" by ejecting those obnoxious conferees who go to the microphone to ask a question and end up delivering a speech. Also: Any scholar who cut off conversation with a younger scholar to talk to a more eminent one would automatically be snubbed by the more eminent scholar.

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laughs when asked how to run a perfect meeting. "There is no such thing as a perfect meeting," she says. "Humans are involved."

Her recommendations: "You've got to be able to troubleshoot. You must be a compulsive list maker. Get everything in writing. Double, triple, quadruple-check everything."

One of the sadder moments on the job came at the OAH's 1985 meeting, when a panelist on late 19th-century American thought collapsed at the podium in the middle of his talk. He died despite Ms. Bel-

shown up with just minutes to spare. Mr. Schuman was recruited later—to deliver closing address when Claire L. Gaudiani, Connecticut College's president, couldn't give it because of flight delays.

**S**OMETIMES the problem is getting the speaker off the podium. Carol Geary Schneider, executive vice-president of the Association of American Colleges, recalls an academic conference that she helped plan in 1983, while at the University of Chicago. "The conference had six men at its open-

ing speakers, all of whom never let a word in edgewise," she says. "I think that was the first indication I had that gender imbalance would no longer be tolerated." Angry conferees seeking a more interactive conference held on impromptu meeting that led to a revised format, she says.

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# Teaching is the highest form of understanding

— Aristotle

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Ensuring the future for those who shape it™

August 5, 1992

## An Academic's Guide to Travel in Eastern Europe



By Burton Bollag  
with Colin Woodard

**T**HREE YEARS after the lifting of Eastern Europe's iron curtain, many academics in the region are still thirsty for contacts with their Western counterparts, although some already are suffering from an overdose.

Virtually every university in the region now has one or more officials assigned to manage its international contacts and assist its visitors from abroad. These officials—"international-relations officer" is a common title—are generally ready to help arrange appointments with faculty members or campus officials; departments and individuals can also be contacted directly.

The officials can sometimes even help in finding accommodations, if need be. Many of them speak English, although, in Hungary, German is often their foreign language and, in Romania, French. Some universities welcome the hard currency they earn for putting a visitor up in one of their rooms or apartments. During tourist season in some countries, hotel rooms may be hard to get, but in many cases locals are happy to accommodate a Westerner for a small hard-currency payment. ▶

## AN ACADEMIC'S GUIDE TO TRAVEL

A short stroll from Old Town Square, one of Europe's most magnificent plazas, is Charles U.'s 14th-century Carolinum building.

## Czechoslovakia

**G**OLDEN PRAGUE is one of the most beautiful of all European cities, and one of the richest in architectural monuments. It took much of its current form during the 14th-century reign of Charles IV, the king of Bohemia and Moravia and Emperor of the Holy Roman Empire. Under him Prague was, for a while, the flourishing artistic and economic capital of Europe.

The king founded Czechoslovakia's premier academic institution, Charles University, in 1348. It is the oldest institution of higher learning in Central Europe.

Today Prague offers a rich selection of concerts and opera, as well as more than half a dozen jazz clubs. Particularly worth attending is a performance of the Magic Lantern Theater, a blend of dance, film, and pantomime.

Prague is flooded with tourists in the summer and, due to a shortage of hotels, has one of the highest year-round hotel occupancy rates in the world. A good tactic is to wait until you arrive and go to one of the many private accommodations offices located at the airport, train station, on the road leading into the city, and in the city center itself. They can almost always find you a room in a family's apartment for about \$15 a person a night, and an entire apartment for a bit more.

Not far from Prague's Old Town Square is the Carolinum, the university's 14th-century main building, with original Gothic elements and large baroque arcades from an early 18th-century reconstruction. "The Carolinum is the oldest building of the oldest university of Central Europe," says Zdeněk Lajda, Charles University's vice-rector for international relations.

The Carolinum complex houses the university administration and some teaching departments; most faculties are spread around town. Radim Palouš, the rector, is a former dissident who was detained by the Communist authorities so often that he boasts, "I know all the police stations in Prague."

Opposite the Carolinum is the Estates Theater, a beautifully renovated 18th-century opera house where Mozart's opera *Don Giovanni* was first performed.

Prague's compact center, in which automobile traffic is restricted, is a wonderful place to explore on foot. Prague had the good fortune to escape severe damage during World War II. The two miles or so of the old coronation route of the Bohemian kings, known as the "Royal Way," offers the best tour of the rich variety of architectural styles.

The route starts at the Municipal House at Republic Square, one of the best examples of Art Nouveau construction, and passes through Old Town Square—one of Europe's most magnificent plazas. It then crosses Charles Bridge, an arched footpath across the Vltava river bordered on both sides by statues of saints, and up to Prague Castle overlooking the city.

"It is the center of the Czechoslovak state. It embodies most of our history, from the kings to the presidents," Mr.

Lajda says of the castle, which is known as Hradčany in Czech.

During those long years of Communism, when things seemed hopeless, I would walk across Charles Bridge and look up at Prague Castle, all lit up at night, and everything would seem better," says Vladimír Šlapeta, the dean of architecture at Czech Technical University in Prague.

Not far away, in the "new town," is Wenceslas Square, where a week of peaceful demonstrations by hundreds of thousands of people in November 1989 forced from power one of Eastern Europe's harshest Communist governments.

If you stand at the bottom of the square, facing the imposing National Museum at its top, the main street going off to the right is Národní, or National, Street. There, on November 17, 1989, a police agent provocateur led a large student demonstration into a trap. A plaque under a portal half-way down the street toward the National Theater marks the place where riot police closed off the street at both ends and forced the students through a line of club-wielding police officers. The unprovoked attack was the spark that set off the "Velvet Revolution" that brought down Communism in Czechoslovakia.

Reflections of Franz Kafka's life in Prague can be found at many places in the city. On the "Golden Lane" in the Prague Castle complex is a small house in which he lived. A Kafka museum can be found just off Old Town Square. A theatrical performance about the writer's life is a long-running local hit. The Franz Kafka Society in Prague regularly organizes seminars about the writer and his work.

From the 17th century, Prague was a thriving center of Hebrew culture in Europe. Today a small part of the old Jewish ghetto, Doxov, remains in the Old Town, near the Hotel Intercontinental. Six synagogues survive, including the striking 15th-century Old-New Synagogue. The Jewish museum, spread among several buildings, has rich collections of artifacts, as well as a moving selection of drawings by children who were imprisoned in Terezín, a town with a large fortress used by the Nazis as a ghetto and concentration camp for Jews in World War II. (Terezín, about an hour's drive north of Prague, has a museum that traces the history of that tragic period.)

The Old Jewish Cemetery, dating from the 15th century, contains a haunting jumble of tombstones. The most famous is that of the scholar Rabbi Löw, who died in 1609 and was the creator of the imaginary being

the revolutionary movement of the early reformer Jan Hus is best examined in Tabor, an hour's drive south of Prague. The town was built in the 15th century by his followers. It has a dense network of underground passages, built for military defenses, accessed from the museum of the Hussite movement.

The famous spa towns of Karlovy Vary (Karlovy) and Mariánské Lázně (Mariánské) in western Bohemia are wonderful places to stroll down promenades past once-green hotels—gone to seed under Communism—where the rich and famous once played.

Bratislava is Czechoslovakia's second-

biggest city and the capital of what may well soon be an independent Slovakia. The country's second-most-important higher-education institution, Comenius University, more related than Prague's and with several museums. The city's rich history is reflected in its two additional and unrelated names: "Pozsony" in Hungarian and "Pressburg" in German.

This is a good place to examine the problem of nationalities, as tension mounts between the pro-independence Slovaks and the large Hungarian minority.

The other major university center is Brno, the capital of the region of Moravia,

located between Bohemia to the west and Slovakia to the east.

## Poland

**A**BOUT HALF OF WARSAW WAS destroyed during World War II and subsequently rebuilt as a rather drab metropolis. The most interesting part of the city is the so-called Royal Route. On one end is the Royal Castle. It was completely destroyed by the German occupiers and had to be painstakingly rebuilt from sketches, photos, and even the

memories of castle staff members and art historians.

Further along the Royal Route is Poland's largest academic institution, Warsaw University, in a campus of rebuilt 19th-century mansions. The university's largest collection of old European manuscripts.

"The manuscripts are of great historical and monetary value," says Sylvia Sulam, of the university's international-relations office. "In World War II, the collection was scattered. It took a lot of work to reassemble it."

Likewise, the old town, through which the Royal Route passes, had to be rebuilt

from scratch, and today is of considerable historical and architectural value.

Warsaw's most visible feature is the 20-story Palace of Culture, in the center of town. Its wedding-cake, art-deco style is disarmingly referred to as "Stalin Gothic." The Museum Hakuta boasts Europe's largest collection of posters.

Southeast of Warsaw is Lublin, with Poland's only private Catholic university.

While Warsaw and many other cities were badly damaged during the war, Kraków escaped largely untouched as a jewel of medieval architecture. This former capital of medieval Poland is home to Jagiellonian University, Poland's oldest and, along

with Warsaw University, its most important academic institution. The university was established in 1364, just 16 years after the opening of Charles University in Prague.

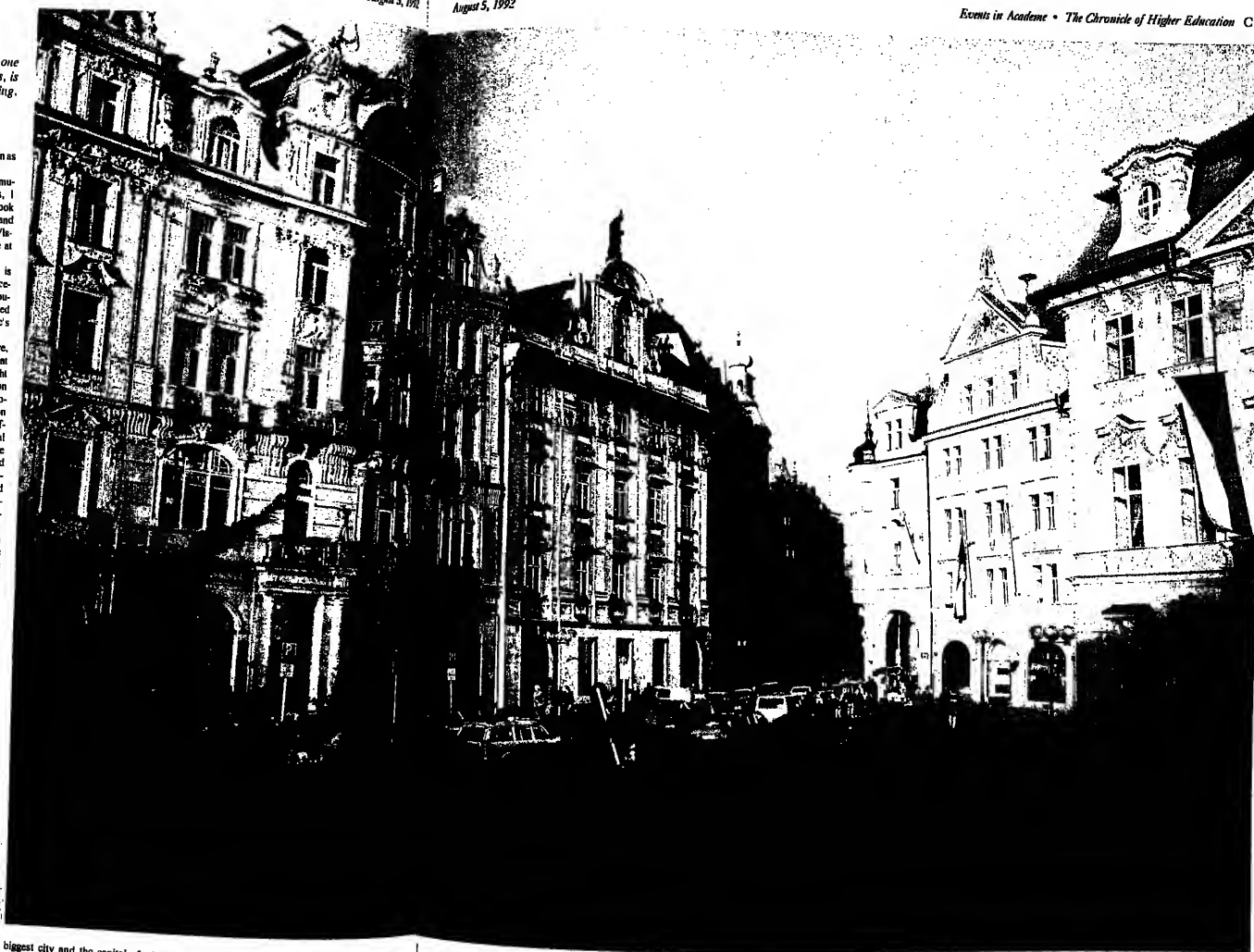
The astronomer Nicholas Copernicus studied there. The university museum, in a 620-year-old building, houses a large collection of antique scientific instruments and timepieces.

Kraków's large old town is partly surrounded by ramparts. Its most striking feature is the Market Square, one of the largest and most distinctive in Europe. At its center is the Italianate Cloth Hall, originally used by craftsmen's guilds. Today it

contains numerous souvenir and handicraft stands on the ground floor and, upstairs, a national museum housing 18th- and 19th-century Polish art classics.

Outside is an open-air flower market. Every hour a barker plays four notes from the spire of the Church of the Virgin Mary on the square's northeast corner. A short walk from the square is Wawel Castle, Poland's medieval seat of power and best example of Renaissance architecture in the country. It contains a large museum.

Back in the old town, there are many interesting cafés. Janus Solarz, assistant to the rector of Jagiellonian University, recommends Café Jams Michalica, long a



REINHOLD J. JARRECK. COURTESY PETER J. JARRECK



## AN ACADEMIC'S GUIDE TO TRAVEL

Warsaw's most visible feature is the 70-story Palace of Culture. Its wedding-cake style is referred to as "Stalin Gothic."

gathering place for artists and intellectuals. Mr. Solarz also recommends the cabaret in the café Pivnicka pod Baranami (Cellar under the Rams) "for a taste of modern Polish culture."

Kraków contains one of Poland's oldest Jewish cemeteries, adjoining the Remich synagogue. There is also a Jewish museum at Szeroka Street 24.

Kraków is a starting point for many interesting excursions. About 35 miles southwest is the former Nazi death camp at Auschwitz. The camp has been converted into a museum. The camp can be reached via bus and train from Kraków, but, to be understood, you may have to ask for a ticket using the town's Polish name, Oświęcim.

The centuries-old Wieliczka mine, about eight miles southeast of Kraków, contains underground chambers carved out of salt, including an underground museum on salt mining. Far below the surface, it also houses a hospital, for asthma sufferers. Air pollution from local heavy industry is so bad that only at that depth do sufferers find relief.

An hour-and-a-half bus ride south of Kraków brings one to the High Tatras. This small mountain range—only about 15 miles long and 9 miles wide—straddles the border with Czechoslovakia. Despite their small surface, the High Tatras have an alpine character and are a wonderful place for hiking and mountaineering.

Gdańsk, on Poland's northern seacoast, is the third-largest university town after Warsaw and Kraków. Its architecture has a strong Germanic influence, although, as in most of the rest of Central and Eastern Europe, the German inhabitants were expelled after World War II. Gdańsk University contains the important Polish Center for Maritime Affairs.

Gdańsk is the birthplace of the Solidarity movement and still home to the trade union's national headquarters. The main office is in front of the shipyard, where workers played a strong role in opposing the Communist government. Poland's current president, Lech Wałęsa, worked there as an electrician.

A number of institutions in Poland are engaged in research on the history of the large Jewish community that lived there until the Holocaust. Such work went on under Communism, but in many cases has been stepped up since the end of that era.

"The majority of historical documents of Jewish origin were destroyed during World War II," says Krzysztof Leniewski, head of Jagiellońska University's five-year-old Center for Jewish Studies. "So much of the work of research and cataloging is now being done with other Polish sources."

The two most important sources are in Warsaw: the State Archives and the Jewish Historical Institute, which was founded shortly after the end of the war and is part of the Polish Academy of Sciences.

Other important regional sources are the branches of the state archives in Cracow, Rzeszów, Poznań, Lublin, Wrocław and Łódź. Mr. Leniewski says his group has almost completed the first phase of its work identifying and cataloging about

10,000 documents from Southern Poland. He invites interested scholars to contact him at the center at Białego Street 13; 31 135 Kraków; telephone (48 12) 33 70 38; fax (48 12) 34 45 93.

## Hungary

STRADDLING THE DANUBE (Buda on the right bank, Pest on the left), Budapest is a large and thriving metropolis of 2.5 million (one fifth of the country's population) and has half of Hungary's institutions of higher education. It offers top-notch ballet, opera, concerts—and natural hot baths. Some buildings still bear bullet holes from the 1956 anti-Communist uprising. The Budapest Synagogue is the largest still in use in Europe. Located next to it is the Jewish Museum.

A must for visitors is the restored ancient Castle Hill on the Buda side of the river. The Germans made their last, seven-week stand here, causing the complete destruction of the area. Slow and deliberate reconstruction work made possible valuable archaeological study of the ruins of the buildings of medieval kings.

"This is one of the oldest and most historic parts of the city, and it is beautiful to walk through," says Csaba Forgacs, head of international relations at the Budapest University of Economic Sciences, formerly known as Marx University.

The site's Royal Palace has been rebuilt in its original splendor and now houses a large museum complex. The National Gallery has a wide selection of Hungarian art through the centuries. The Budapest History Museum traces 1,000 years of the city's past, and the Museum of the Labor Movement includes an exhibition of socialist art.

Budapest's best-known coffee house is Gerboud, on Vörösmarty Square. From there starts the pedestrian Váci Street, which shops. At the other end, about a half mile down, is a good foreign-language bookstore and Estvoe Lorand University, Hungary's premier liberal-arts institution.

The riverfront along this stretch, with its grand hotels and outdoor cafes, is especially pleasant for strolling.

Other major Hungarian universities are in the towns of Pécs, Debrecen, Szeged, and Eger. Pécs, in the south, near the border with Croatia, once a part of Yugoslavia, is the home of Hungary's first university, established in 1367. Its former mosques and minarets attest to a 143-year occupation by the Turks in the 16th and 17th centuries. Pécs, with its many art museums, is known as Hungary's cultural center.

## Romania

IN HIS BIZARRE FORM of megalomania, the Communist dictator Nicolae Ceaușescu bulldozed a large swath of historic Bucharest in the early 1980's. In its place he built a neighborhood in grandiose and triumphant architectural



style around his enormous new palace. The inspiration appears to have come from equal parts Pyongyang, North Korea, and Albert Speer's plans for postwar Berlin.

The area around Palace Square still shows scars of the December 1989 revolution. The main building of the University of Bucharest is in the center of the city, in University Square. This has been the venue of most of the opposition demonstrations in the capital.

Bucharest is also home to UNESCO's European Center for Higher Education, an important source of information on academe in the region. It's best to make an appointment (39 Străz. Voda Street; telephone 13-08-39).

Brasov, with its university, is at the foot of the Carpathian mountains, about 90 miles north of the capital. It is an attractive, well-preserved old Saxon city.

The country's other important university centers include Iași in the east, and Timișoara in the west, where the violent repression of the first demonstrations against his rule.

The most important university center in Transylvania is the large and pleasant town of Cluj-Napoca. Here, members of the region's two-million-strong Hungarian minority have been demanding the reopening of a separate Hungarian language university, which was shut down by Ceaușescu.

## Bulgaria

SOFIA, the capital, is home to half of Bulgaria's 22 higher-education institutions. The city center brings together mosques, onion-domed orthodox cathedrals, a large synagogue,

and an imposing mélange of buildings in the Socialist architectural style.

Georgi Dimitrov's museum, on which the Communist leaders used to stand to observe May Day parades, now is empty, collecting graffiti.

A flea market has taken over a nearby park; one can buy antiques and paintings as well as Communist and Soviet memorabilia, watches, cameras, and old East European coins and currency in prices lower than elsewhere in the region.

Of the city's many museums, the Foreign Art Gallery (behind the Alexander Nevsky Castle) is the most prestigious. The collection features ancient and contemporary art from Africa, Asia, Europe, and Latin America. The gallery is sponsored by the Sofia-based Saints Cyril and Methodius Foundation, the first independent charitable institution in the region and an important supporter of Bulgarian higher education.

The Nevsky Castle is well worth seeing. It is a recent structure, built at the beginning of this century in commemoration of the Russian defeat of the Turks in Bulgaria in 1878. It houses Bulgaria's most impressive collection of icons.

Sofia has no "old" section. Bulgarians often blame the lack of historical buildings on the 500 years of Turkish domination.

The capital's oldest standing historical monument is the 13th-century Boyan's Church. Bulgaria's National Library in Sofia houses an important collection of manuscripts. Special permission is needed to view such artifacts.

Rila Monastery, set in a narrow mountain valley about two hours south of Sofia, is the trip. Although the Turk occupied Bulgaria for five centuries, they were

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never able to take this large fortified complex, wherein monks helped to preserve Bulgarian culture.

A fire destroyed much of the 14th-century compound in 1933, but it was quickly rebuilt. The brightly painted main church contains an impressive orthodox altarpiece, and the paintings on the interior walls and ceiling are well preserved—unlike those at many other churches in the region, which have been damaged by smoke or moisture. Museums containing icons and artifacts will be found in several wings, a reminder that the monastery is now the property of the state. A small number of orthodox monks have continued to reside here, and local residents report that they are fighting an uphill battle to regain ownership of the monastery and its extensive property.

Eastern Europe's only American university is about 20 miles south of Rila in Blagoevgrad. The institution is a joint project of the town, the University of Maine, and the U.S. and Bulgarian governments. By all accounts it is outstanding in the area of Bulgaria's students, who pursue a liberal arts curriculum in English. The university's main building used to house the local offices of the Communist Party.

Of all the East Europeans, the Bulgarians are traditionally the most Russophilic. Billa Zakharenko, a member of Bulgaria's diplomatic service, says of the Russians: "Our languages are very close, and they have done us a lot of good by ending 500 years of Turkish domination. The other reason is that we have no common border. There are no territorial claims, and there is no threat from them."

Bulgaria's second-biggest city, and its second university center after Sofia, is Plovdiv. It is the best place in the country to see old Bulgarian architecture. It has an extensive old town and even a Greek neighborhood.

## BALTIC STATES

EAST OF THE three Baltic states is struggling to reassert its national identity, following a half century of repressive Soviet rule, which included mass deportations of intellectuals during and after World War II. Each of the republics has a large Russian minority, whose ranks were swelled by the Soviet policy of encouraging Russian immigration into the region.

Major, as-yet-unresolved issues include whom to grant citizenship to (most they speak the local language?), and how fast to phase out the university's instruction in Russian as the language of instruction, and an important supporter of Bulgarian higher education.

The Nevsky Castle is well worth seeing. It is a recent structure, built at the beginning of this century in commemoration of the Russian defeat of the Turks in Bulgaria in 1878. It houses Bulgaria's most impressive collection of icons.

Sofia has no "old" section. Bulgarians often blame the lack of historical buildings on the 500 years of Turkish domination.

The capital's oldest standing historical monument is the 13th-century Boyan's Church. Bulgaria's National Library in Sofia houses an important collection of manuscripts. Special permission is needed to view such artifacts.

Rila Monastery, set in a narrow mountain valley about two hours south of Sofia, is the trip. Although the Turk occupied Bulgaria for five centuries, they were

those who survived have emigrated. However, since shortly before last year's recognition of independence, progress has been made in efforts to revive Jewish culture.

Last summer, Vilnius got its first rabbi in many years; he moved there from Britain. In 1991, Vilnius University opened a section of Jewish studies, headed by Meyer Slush, the only Lithuanian professor whose mother tongue was Yiddish. He has been working intensively to train a new generation of scholars to work with a large collection of Jewish works in Lithuania's national archives, most of which survived World War II after being hidden by sympathetic non-Jews.

Vilnius University was the first institution in the former Soviet Union to stop offering, in the late 1980's, the required courses on Marxist-Leninist ideology. The university library has one of Eastern Europe's richest collections of old texts, going back to the 15th and 16th centuries.

A half hour's bus ride from Vilnius is "Trakai, Lithuania's capital in the middle ages, which has a castle and museum worth visiting."

The other major university center is Kaunas, the capital of independent Lithuania between the two world wars. The city is home to Vytautas Magnus University, which was shut down by Soviet authorities in 1950 but reopened by émigré professors in 1989. It is now widely seen in the region as a model of the much-desired American-style education.

Opposite the university is "Liberty Square," from which a statue of Lenin was removed and replaced with busts of 10 figures of Lithuanian independence. "It is a clear sign of how Lithuania is reconnecting itself to its history after a 50-year cut," says Algirdas Avizienis, the rector of Vytautas Magnus.

Although smaller than Vilnius, Kaunas has an interesting, if partly dilapidated, old town with cobblestone streets dating from the middle ages. There is a striking Mirastyk synagogue, an impressive white tower. The new town is bisected by a pedestrian promenade, with pleasant cafes. Antiques are in a stone cellar and live handicrafts shop on the main floor. The hotel Metropolis is a good place for a meal.

The Vilnius Art Gallery has a large collection of evocative paintings from Lithuania's national artists from the turn of the last century. Across the street is the Daria's Museum, featuring a large and unique collection of reproductions of devils from around the world.

The port city of Klaipėda has a new university specializing in marine subjects.

## Latvia

IN LATVIA the issue of national identity is most sensitive, since only 52 percent of its people are ethnic Latvians. The rest are Russians, Poles, Germans, Lithuanians, Georgians, and others. The capital, Riga, is the largest city in the Baltics, with a population of almost one million. The Lutheran Dome Cathedral has frequent concerts on what is one of the biggest organs in Europe. There are a Jewish community center and high school on Old Riga Street.

The country's principal academic institution is the University of Latvia. Aina Gribzovska, head of the university's foreign-relations department, recommends a visit to the Riga suburbs to see the nautical ethnological museum, featuring traditional houses and implements.

Just a few miles away is the seaside resort of Jūrmala, with long, sandy beaches. Some 30 miles northeast of Riga is the Si-

gaula national park, known as the "Latvian Switzerland."

## Estonia

THIS is the most Scandinavian-like and modern of the three Baltic republics. It was traditionally the most industrialized, and was culturally sustained during Communism by Finnish television broadcasts. Although completely unrelated to either Lithuanian or Latvian, the Estonian language is close to Finnish. The capital, Tallinn, has a large technical university.

Maret Hein of the university's international-relations department recommends a trip of three or four miles up the coast to Pärnu, to see the ruins of a castle and monastery there. "There is an art gallery, his-

torical museum, and a song orch." where traditional singing groups perform. "We Estonians like to sing a lot," Ms. Hein says.

The republic's main academic institution is Tartu University, about three hours by bus southeast of Tallinn. Established in 1632, the university is internationally known for its School of Semiotics, run by Jüri Lotman. The university has a museum about its own history, and a library with a large collection of 17th- and 18th-century books.

"The library is unique; it has one of the region's best collections of old books," says Sirje Uus of the university's foreign-relations department. Many of those books are in Latin. Later works are in German, then Russian, and finally Estonian, reflecting the changing political power in the region.

## Visa Information and Key Contacts for Travel in Eastern Europe

## BULGARIA

## VISA REQUIRED

Sofia: U.S. Embassy  
1000 Sofia  
Telephone 359-238-4801

International Research & Exchanges Board  
Faculty of History, Sofia University  
Boulevard Ruzki 15, Office 32  
1000 Sofia  
Telephone 359-242-1777  
Fax 359-246-3589, 359-251-42-62  
Ivan Iliev, consultant

## CZECHOSLOVAKIA

## NO VISA REQUIRED

Prague: U.S. Embassy  
Tržní 15  
125 48 Prague 1  
Telephone 42-2-536-641

International Research & Exchanges Board  
Narodní Tržba 3  
111 42 Prague 1  
Telephone 422-238-8738  
Fax 422-232-85-87  
Oma Klocnikova, U.S. representative  
Martina Neuvaska, U.S. representative

Bratislava: U.S. Consulate General  
Hviezdoslavovo Námestie 4  
81 102 Bratislava, Box 5630  
Telephone 42-7330-861

## ESTONIA

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Keskinnägi 20  
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## HUNGARY

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V. Szabados, Ter 12  
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Institute of International Education  
Budapest 11  
Endrői Sándor Ut. 9a n 2  
1022  
Telephone 36-1-11520-62  
Mary Kirk, director

## LATVIA

## VISA REQUIRED

Riga: U.S. Embassy  
Rūmā Boulevard Seven  
Riga 226050  
Telephone 358-49-311-348

International Research & Exchanges Board, Baltic Academic Center  
Riga 222

State Technical University  
Kalkula iela 1  
Riga 226355  
Telephone 212-174  
Internet: AASIS.IREX@PTO3.PHO-  
NAPS-22.FIDNET.OBO  
Gundar J. King, director

## LITHUANIA

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Akmenų 6  
Vilnius 232600  
Telephone 7-0122-222-724

## POLAND

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Kraków: U.S. Consulate General  
Ulica Słacka 9  
Kraków 31 043  
Telephone 48-12-229-764

Poznań: U.S. Consulate  
Ulica Chopina  
Telephone 48-61-529-586

## ROMANIA

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Strada Tudor Arghezi 7-9  
Telephone 400-10-40-40

International Research & Exchanges Board, Bucharest Office  
Str. Dum. I. Dobrescu, Nr. 11  
Bucharest 1  
Telephone 400-12-80-41  
Fax 400-12-00-41  
Lorry L. Wain, U.S. representative  
Dinu Ghiberescu, U.S. representative  
Dinu Ghiberescu, senior academic adviser



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The Social Science Research Council (SSRC), the American Council of Learned Societies (ACLS), and the Japan Foundation for Global Partnership (JGFP) are sponsoring applications for the 1992-1993 Abe Fellowship Program. The program's aim is to encourage international multidisciplinary research on topics of pressing global concern in order to foster development of a new generation of researchers interested in long-range policy-relevant topics. The Abe Fellowship Program seeks especially to encourage a new level of intellectual cooperation between Japanese and American researchers in order to build an international network of scholars committed to and trained for advancing global understanding and problem solving.

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Application forms may be obtained from the Social Science Research Council and deadline for submission of applications is September 15, 1992. The awards will be announced by the end of November for the 1993-94 year. For further information about eligibility or to request an application contact:

The Abe Fellowship Program  
The Social Science Research Council  
605 Third Avenue, New York, NY 10158  
Tel: (212) 863-3800 Fax: (212) 370-7050

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Mount Union College: Conference: February 17-19

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National Council on Undergraduate Research: Conference: November 25-27

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## October 15 - October 21

## CHRONOLOGICAL LISTINGS

**18-27: Communication.** "Change, Diversity, and Communication," annual convention, Florida Communication Association, Key Biscayne, Fla. Contact: Becky Mulvey, Department of Communication, Florida Atlantic University, Boca Raton, Fla. 33431.

**18-27: Communication, language, and gender.** Annual conference, Organization for the Study of Communication, Language, and Gender, New York City. Contact: Carol Valentine, Department of Communication, Arizona State University, Tempe, Ariz. 85287-1205 (602) 967-3817.

**18-27: Communication.** "Media and Revolution," conference, University of Kentucky and National Endowment for the Humanities, Lexington, Ky. Contact: John D. Stempel, Patterson School of Diplomacy, University of Kentucky, Patterson College Tower, Suite 455, Lexington, Ky. 40506-0027 (606) 257-4666.

**18-27: International education.** Regional conference, NARAS Association of International Educators, White Plains, N.Y. Contact: Laura A. Sullivan, 1000 1875 Connecticut Avenue, N.W., Washington, D.C. 20009-5728 (202) 462-4811, fax (202) 667-3419.

**18-27: International studies.** Annual conference on European and American Studies of Nebraska, Omaha. Contact: Bernard Kolasa, Conference Coordinator, Department of Political Science, University of Nebraska, Omaha 68182; (402) 361-3171.

**18-27: Labor history.** "Remaking the Working Class: Work Force 2000 and the Labor Movement in Historical Perspectives," annual conference on labor history, Wayne State University, Detroit. Contact: Elizabeth Pace, Department of History, 1004 Pennington Building, Wayne State University, Detroit 48202 (313) 577-6086.

**18-27: Personnel.** "Fundamentals of Personnel Administration," seminar, College and University Personnel Association, Palmer House, Chicago. Contact: CPA, 1213 20th Street, N.W., Suite 503, Washington 20036 (202) 429-0311, ext. 6, fax (202) 429-0149.

**18-28: American studies.** "The New Abundance: The Agricultural Revolution and the Shifting World of the 19th Century," symposium, Diamond Horseshoe Foundation, Burlington, Ky. Contact: David R. Fox, Box 63, Burlington, Ky. 41005 (606) 386-6127.

**18-28: Communal studies.** Annual meeting, Communal Studies Association, Napa, Calif. Contact: Robert P. Sullivan, Department of History, Western State University, Moscow, Ill. 61455 (309) 298-1053.

**18-28: Family therapy.** "Family Therapy: The Next 50 Years," annual conference, American Association for Marriage and Family Therapy, Fort Lauderdale Hilton Resort and Spa, Miami Beach. Contact: AMPF, 1100 17th Street, N.W., 10th Floor, Washington 20036 (202) 452-0109.

**18-28: Literature.** "Transnational Articulations: Critical Perspectives From Postcolonial," annual meeting, American Folklore Society, Jacksonville, Fla. Contact: Gregory Schrenker or Sue Tully, Folklore Institute, 501 North First Street, Indiana University, Bloomington, Ind. 47405 (812) 855-1327.

**18-28: Medical personnel.** "Common Sense for Uncommon Times," annual conference, National Association of Student Personnel Administrators, Tulsa, Okla. Contact: Marla Dickman, 310 North Murray Hall, Oklahoma State University, Stillwater, Okla. 74078-0254 (405) 744-6036.

**18-28: Planning.** "Building More Momentum," workshop, Council for Advancement and Support of Education, Atlanta. Contact: Cate, Suite 100, Dupont Circle, Washington 20036 (202) 318-5900.

**18-28: Student success courses.** One-day workshop on student success courses, College Survival Inc., Boston. Contact: Cate, 2530 Jackson Boulevard, Rapid City, S.D. 57702-3474 (605) 228-8373, fax (605) 228-8373.

**18-28: Teaching.** "Annual Southwest Seminar for Graduate Teachers," BI Paso Community College, Inc. of the Mountain Oaks, Riverside, N.M. Contact: Faculty Development Office, BI Paso Community College, P.O. Box 10500, El Paso 79968 (915) 594-2633.

**18-28: English.** Western regional conference on English in the University of California, National Council of Teachers of English, San Francisco. Contact: Scott Oakes, Department of English, San Jose State University, San Jose, Calif. 95131.

**18-28: Graduate education.** Graduate Records Commission Board and Council of Graduate Schools, Palmer House, Chicago. Contact: Rodney Vance, or Educational Training Service, 1221 Princeton, N.J. 08541-6000 (609) 951-1519.

**18-28: Graduate education.** "Holtz School and Complete the Doctoral Dissertation," round table, Scholastic Writers' Institute, Miami. Contact: Scholastic Writers' Institute, 7600 N.W. 33rd Street, Doral, Fla. 33126 (305) 855-8272.

**18-28: History.** Annual meeting, New England Historical Association, Rhode

Island College, Providence, R.I. Contact: Peter Holleran, New England Historical Association, 150 Main Street, 400 Heath Street, Chestnut Hill, Mass. 02157.

**18-28: Teaching.** "Critical Thinking Teaching Strategies," regional workshop, Foundation for Critical Thinking, Doubtless Hotel, Austin, Texas. Contact: Rose, 455 Sonoma Mountain Road, Suite 100, San Rafael, Calif. 94901-2940.

**18-28: Admissions.** College fair, National Association of College Admission Counselors, St. Louis. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222 ext. 703 (703) 836-2057.

**18-28: Medical education.** "Ideas in Motion: The Role of the Behavioral Sciences in Medical Education," annual meeting, Association of Behavioral and Social Sciences, Philadelphia. Contact: NACAC, 1631 Prince Street, Alexandria, Va. 22314-2818; (703) 836-2222 ext. 703 (703) 836-2057.

**18-28: Philosophy.** Meeting, West Virginia Philosophical Society, University of Charleston, Charleston, W.Va. Contact: Fred A. Seddon, Philosophy Department, Wheeling Jesuit College, Wheeling, W.Va. 26003.

**18-28: Renaissance studies.** "Renaissance, Reasoning, and Literature in the Renaissance," conference, Newberry Library and other sponsors, Chicago. Contact: Newberry Library Center for Renaissance Studies, 50 West Walton Street, Chicago 60610-3380 (312) 943-3900.

**18-28: American studies.** "The Academy as a Community: Implementing the Commitment," regional meeting, National Association of Academic Affairs, Portland, Ore., from October 24

## DIVERSIONS

Portland, Ore., from October 24



The Oregon Museum of Science and Industry unveils a new building

**18-28: Computing.** "Object-Oriented Programming Systems, Languages, and Applications," conference, Association for Computing Machinery and other sponsors, Vancouver, British Columbia. Contact: ACM, P.O. Box 9232, Montreal, P.Q. H3P 2R4 (514) 962-3602, fax (514) 962-3186.

**18-28: Student aid.** Regional training workshop for new financial aid administrators, NACAC Association of Student Financial Aid Administrators, Brighton Suites Hotel, Rehoboth Beach, Del. Contact: Theresa Kell, 800-958-0020.

**18-28: Student success courses.** One-day workshop on student success courses, College Survival Inc., Boston. Contact: Cate, 2530 Jackson Boulevard, Rapid City, S.D. 57702-3474 (605) 228-8373, fax (605) 228-8373.

**18-28: Business and higher education.** "Doing Business With Business: Effective Business and Higher Education Partnerships," annual meeting, McCormick Center Hotel, Chicago. Contact: Ellen A. Morris, Conference Director, Office of Adult Learning Services, National Council of Teachers of English, New York City 10013 (212) 633-1000.

**18-28: Institutional effectiveness.** "Attracting National Media Coverage," workshop, Cornell University, Ithaca, N.Y. Contact: Cornell University, 111 Thurston Hall, Ithaca, N.Y. 14853 (607) 255-1233.

**18-28: Fund raising.** "Writing Winning Proposals," workshop, College of William and Mary, Williamsburg, Va. Contact: College of William and Mary, 111 Thurston Hall, Ithaca, N.Y. 14853 (607) 255-1233.

**18-28: Fund raising.** "Writing Winning Proposals," workshop, College of William and Mary, Williamsburg, Va. Contact: College of William and Mary, 111 Thurston Hall, Ithaca, N.Y. 14853 (607) 255-1233.

August 5, 1992

## ATLANTA

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2323 Anderson Avenue, Suite 230  
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Early registration deadline September 23, 1992



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invites observers

Developing University/Business  
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Teacher Education:  
Quality Issues

October 21-23, 1992  
Chicago, Illinois

For further information contact  
Dr. Shirley Neat, 312/794-6651



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REGISTRATION DEADLINE IS SEPTEMBER 30TH

For more information, please call or write: Susan Groisman, Institute for Substance Abuse Studies, Box Ridge Hospital, Box 16; Charlottesville, Va. 22901, (804) 824-5278, FAX: (804) 882-3671. Housing, meals, and materials funded by a grant from the NCAA Committee on Competitive Safeguards and Medical Aspects of Sports.

**18-28: Off-campus programs.** "Bridging the Distance," annual conference on quality in off-campus credit programs, Kansas State University, San Antonio, Texas. Contact: Diane Materson, National Issues in Higher Education, Division of Continuing Education, 261 College Court Building, Kansas State University, Manhattan, Kan. 66506-1000; (913) 532-5275, fax (913) 532-5673.

**18-28: Welding.** "Recent Developments in the Joining of Stainless Steel and High Alloys," research conference, American Welding Society, Hyatt Regency on Capitol Square, Columbus, Ohio. Contact: AWS, 550 N.W. LeJeune Road, P.O. Box 5180, Miami 33155-0180; (404) 933-1331, fax (404) 933-7559.

**18-28: International education.** "Adaptation of University Management Structures and Strategies for New Requirements," conference of heads of universities, International Association of Universities, University of Alexandria, Alexandria, Egypt. Contact: Franz Eberhart, Secretary General, IAU, c/o Mithras, P.O. Box 7572, Paris, Cedex 15, France; (33) 1-45-68-28-45, fax (33) 1-47-34-76-85, e-mail: UTRAF@NETFRANCE.

**18-28: Alumni.** "Organizing Alumni and Development Programs for Professional and Graduate Schools," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036 (202) 318-5900.

**18-28: Education.** National workshop on multicultural approaches to education, St. Cloud State University, St. Cloud, Minn. Contact: Michael Davis, Assistant Professor, Department of Teacher Development, St. Cloud State University, 1220 Education Building, St. Cloud, Minn. 56301-4498; (612) 253-3944.

**18-28: International education.** Regional conference, NARAS Association of International Educators, Reed, The. Contact: NARAS, Suite 1000, 1875 Connecticut Avenue, N.W., Washington 20009-5728 (202) 462-4811, fax (202) 467-3419.

1992	<i>October</i>							1992
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**20-28: Libraries.** "Library Management Skills Institute I: The Manager," Office of Management Services of Association of Research Libraries and University of Illinois, Urbana, Ill. Contact: (202) 332-0656.

**21: Environmental.** "Recycle: Educator Solutions," environmental conference for the educational community, Union College and other sponsors, Schenectady, N.Y. Contact: Suzanne Peterson or Gretchen Turner, (518) 376-6649 or (518) 376-6672.

**21-22: Fund raising.** "The Fund Raising School: Fund Raising With Limited Budgets," Indiana University, Indianapolis. Contact: Center on Philanthropy, Indiana University, Suite 201, 558 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 684-8900.

**21-22: Fund raising.** "How to Find and Win—Foundation and Corporate Grants," seminar, David O. Bauer Associates, Holiday Inn-Longwood, Washington. Contact: POA, Suite 248, 2600 Elmwood Avenue, Rochester, N.Y. 14616 (800) 816-3223.

**21-22: Fund raising.** "Development for Academic Deans," workshop, Council for Advancement and Support of Education, Washington. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036 (202) 318-5900.

**21-28: Student personnel.** "Campaign for Student Affairs Student Council," annual meeting, Loyola University, Chicago. Contact: Cella Bergman, Graduate Assistant, School of Education, 820 North Michigan Avenue, Chicago 60611 (312) 915-0000.

**21-28: Personnel.** Seminar for administrators, San Diego, Calif. Contact: NACADA, 2323 Anderson Avenue, Suite 230, Manhattan, Kan. 66520-2012; (913) 532-5717, fax (913) 532-5673.



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Michael Bishop • Brian Aldiss

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Brian Aldiss, David Langford, Tony Derry, Charles N. Brown,  
Tom Mathlon, Susan Schwartz, Colin Macdonald, Jack Zipes,  
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Literature, Science Fiction, Film and Television, The Visual and  
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and session proposals, as well as requests for the 1993 conference. Her or  
for further information, should be sent to C.W. Sullivan III, ICAFA Presi-  
dent, English Department, East Carolina University, Greenville, NC  
27858-4365, 919-273-4650.

Deadline for Submissions is October 18, 1992.

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## CHRONOLOGICAL LISTINGS

## October 21 - November 1

**21-23: Time-sharing.** "Developing University Business Partnerships for Restructuring Teacher Education: Quality Issues," conference, Center of Universities and Businesses for Education Policy, Chicago, Contact: Shirley Neale, (312) 784-6611.

**21-24: Community college.** Annual Convention, University of Illinois at Chicago, Chicago, Contact: Anne K. Conner, (415) 1740 N. Street, N.W., Washington 20036; (202) 775-4667.

**21-24: Community colleges.** "Content and Connection: People Using Information Technology in Community Colleges," annual conference, League for Innovation in the Community College, Clarion Plaza Hotel, Orlando, Fla., Contact: Pat Granger, Santa Fe Community College, 3000 N.W. 83rd Street, Gainesville, Fla. 32606; (904) 395-5180.

**21-24: Distance education.** "Teleconferencing '92," Teleconference People and other sponsors, Sheraton Denver Tech Center, Denver, Contact: Larry Aerial, Coast Telecommunications, 11600 Warner Avenue, Fountain Valley, Calif. 92708-2597; (800) 238-4636, fax (714) 241-6286.

**21-24: Nursing.** "Transcultural Nursing in Retrospect and Prospect: Reflecting on the Past and Projecting for the Future," annual conference, Transcultural Nursing Society, Miami, Contact: Mrs. Madelon University, Division of Nursing, 14600 Schroeder Road, Livonia, Mich. 48150-1173; (313) 499-0306.

**21-24: Admissions.** College fair, National Association of College Admission Counselors, Minneapolis Convention Center, Minneapolis, Contact: waccac, 1631 Prince Street, Alexandria, Va.

**21-24: Alumni.** "Involving Alumni in Legitimate Advocacy," workshop, Council for Advancement and Support of Education, Richmond, Va., Contact: Cass, 11 Dupont Circle, Suite 400, Washington 20036; (202) 338-5906.

**21-24: Marketing.** "Attracting Adult Students: Practices That Work," seminar, College Board, National Council on Education, Richmond, Va., Contact: Cass, 11 Dupont Circle, Suite 400, Washington 20036; (202) 338-5906.

**21-24: Nursing.** "Successful Grantwriting Techniques for Nurses and Health Care Professionals," seminar, David O. Bauer Associates, Holladay Inn-Georgetown, Washington, Contact: oeba, Suite 248, 2604 Elmwood Avenue, Rochester, N.Y. 14618; (800) 836-0722.

**21-24: Philosophy.** "Translating Emily Dickinson in Language, Culture, and the Arts," conference, Emily Dickinson International Society, Mayflower Center, Washington, Contact: Jonnie G. Gerre, White College, 2030 East

Street, N.W., North Canton, Ohio 44703; (216) 499-7090, fax (216) 499-8015.

**21-24: History.** "Erasing the Color Line in the North: New Visions of American History, 1942-1955," conference, Bluffton College, Bluffton, Ohio, Contact: Richard K. MacKenzie, Bluffton Department, Bluffton College, Bluffton, Ohio 44009; (419) 338-5817.

**21-24: Law and philosophy.** "Radical Critiques of the Law," meeting, American Society of the International Association for Philosophy of Law and Jurisprudence, Philadelphia, Contact: Michael B. Allen, University of Florida, Gainesville, Fla. 32611.

**21-24: Marketing education.** "Marketing Excellence in the Classroom," annual conference, Association of Marketing Educators, Burlington, Vt., Contact: Loretta C. Pipher, Westchester Community College, 75 Grandville Road, Yonkers, N.Y. 10595-1698 or David H. Wolton, 740 Second Avenue, West, Owen Sound, Ontario N4K 4K2, Canada.

**21-24: Philosophy.** "Christian Philosophy in the Past-Medieval Era," conference, Contact: Arthur F. Holmes, Philosophy Department, Wheaton College, Wheaton, Ill. 60187.

**21-24: Philosophy.** Annual meeting, National Congress of Black Theologians, Contact: Wornie L. Reed, 11617 Building

**21-24: Higher education.** "Building Community Within a Changing Academy," annual conference, Professional and Organizational Development Network in Higher Education, Saddlebrook Resort, Westley Chapel, Fla., Contact: David G. Manager of Administration, 158 Exhibit Hall, South, Iowa State University, Ames, Iowa 50011; (515) 294-3808.

**21-24: Students.** "National Student Leadership Conference," Western State University and other sponsors at St. Louis, Contact: WSC, 1800; 432-8222.

**21-24: Assessment.** "Outcomes Assessment," seminar, Kent College of Education, Jersey, Newark Airport Visto Hotel, New Jersey, Office for Assessment of Student Learning and Development, (201) 331-1001, Morris Avenue, Union, N.J. 07083; (201) 332-2661.

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• validated student development process that could be used in an introductory Teacher Education course.

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Can your Admission Representative consistently recruit students who stay?

Can this Admission Representative stay on track and get work done?

Will this Admission Representative represent the college/university in a credible fashion?

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SRI Gallup Admission Representative Seminar  
October 6, 7, 8, 1992 November 10, 11, 12, 1992 February 9, 10, 11, 1993

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- Do you need a tracking system that allows the institution to measure its growth?
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Contact Dr. Cheryl T. Benner, Vice President of Higher Education, SRI Gallup, 301 South 68th Street, Lincoln, Nebraska 68510 and inquire about the SRI Gallup system(s) that can make a difference to your institution.

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1-800-288-8592

August 5, 1992

## United Nations Day

**24: Philosophy.** Meeting, Iowa Philosophy Society, Iowa State University, Ames, Iowa, Contact: Michael B. Allen, University of Florida, Gainesville, Fla. 32611.

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August 5, 1992

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Events in Academic • The Chronicle of Higher Education C31

## Program for the Study of Cultural Values and Ethics University of Illinois at Urbana-Champaign

## FOUR DAY CONFERENCE October 29-November 1, 1992

## Living and Working with Cultural Plurality: Communities and Their Institutions

**Speakers Include:**

- Louis Ballard, composer
- Nina Baym, literary critic
- Lucille Clifton, writer
- Michael M. Fischer, anthropologist
- Robert Johnson, television executive
- Bruno Nettl, ethnomusicologist
- Dominic Pacyga, sociologist
- Eugene Redmond, poet
- Maria Rosales, trade unionist
- Catherine R. Stimpson, feminist critic
- Ray A. Young Bear, poet

## Conference Sessions Include:

- Building Cultural Pluralistic Neighborhoods
- Mass Media and Popular Culture
- Music and Cultural Pluralism
- Cultural Plurality in the Schools
- Cultural Plurality in Labor and the Workplace
- The Cultural Work of Anthropologies

For Further Information Call or Write:  
CVE, University of Illinois at Urbana-Champaign  
909 West Oregon Street, Suite 201, Urbana, IL 61801  
(217) 244-3344

## 1992 Annual Conference of the LEAGUE FOR INNOVATION IN THE COMMUNITY COLLEGE

**CONTENT**

PEOPLE USING INFORMATION TECHNOLOGY IN COMMUNITY COLLEGES

## OCTOBER 21-23 ORLANDO

**SPECIAL FEATURES**

- Only conference using information technology in community colleges held annually in North America
- over 200 sessions on instructional, administrative, and telecommunications applications of technology
- preconference workshops including hands-on skill building
- opportunity to participate in an electronic conference
- an Academic Software Fair
- guest registration table, original lectures, accommodations

**PLEASE SEND ME REGISTRATION MATERIALS**

**HOST COLLEGES**

- Santa Fe Community College, Santa Fe, N.M.
- Valencia Community College, Orlando

**SEND TO:**

League for Innovation in the Community College  
23431 Cabot Road  
Suite 200  
Logansville, GA 30653  
Tel (714) 855-0710  
Fax (714) 855-6293

**FOR INFORMATION:**

**FOR INFORMATION:**





You are invited to attend the Most Worthwhile and Essential Conference for People Involved in Distance Learning...



Denver, Colorado - October 21-24, 1992  
The Sheraton Denver Tech Center

- ▲ Creating connections among: top and lower-level institutions, K-12 business & industry, public & cable television, satellite users, publishers & policy-making entities
- ▲ Featured speakers:  
Korynor, Futrell David Zach, Sandy Wapner, PBS executive vice president for education, and Dr. Robert Wagner, chief of the office of plans and policy for the FCC
- ▲ Pre-conference Professional Development Opportunities:  
Air Force Academy and Pikes Peak Community College, Mind Extension University and US West Advanced Technology Center
- ▲ Special one-day program for distance education faculty:  
"Specialty Chops: Promotions Contest"
- ▲ Exhibit Hall, Video Showcase and Roundtable Breakfast to present new courses, systems and technologies
- ▲ Informal, friendly atmosphere with vast hospitality and a casual dress code

Sponsored by:  
The Telepresence Project  
The Instructional Telecommunications Consortium (ITC), an affiliate of AACU  
In cooperation with:  
PBS Adult Learning Service  
American Community College and  
The Colorado Telecommunications Cooperative (TELECOOP)  
FOR MORE INFORMATION CALL:  
1 (800) 228-4930 - ask for Larry Aerni

## THE ROCKEFELLER FOUNDATION African Dissertation Internship Awards

Doctoral students from sub-Saharan Africa are invited to apply to The Rockefeller Foundation for dissertation research support. The program enables Ph.D. students enrolled in U.S. and Canadian universities to return to Africa for extensive field research in areas relevant to economic development or poverty alleviation. Priority is given to research topics in the fields of agriculture, health, life sciences, and education; but other proposals are welcome.

Applicants are responsible for arranging affiliation with an African institution able to provide needed research support, such as laboratory facilities, access to student files, and technical advice. The candidate's faculty advisor, the host institution in Africa, and the agency with primary responsibility for financing the student's graduate work must all send letters of endorsement.

**Deadlines for applications are October 1, 1992 and March 1, 1993.** Candidates should apply well in advance of the expected field work starting date.

For a full description of the competition and the application requirements, write to: African Dissertation Internship Awards, The Rockefeller Foundation, 1133 Avenue of the Americas, New York, N.Y. 10036

American Association for the Advancement of Core Curriculum  
**PASSING THE TORCH**  
The Core Curriculum in World Context  
October 8-11, 1992  
Atlanta, Georgia • Ramada Hotel Downtown  
Call 409 880-8508

■ Core Curriculum and the New Democracies ■ State Boards and Efforts to "Internationalize" ■ The Role of the Community Colleges in Curriculum Development ■ General Education and Assessment of Core Programs ■ The Mission of American Education in the 21st Century ■ Public Studies, Native American Studies, Distance Learning ■ Teaching as Scholarship

## Fourth Annual Southwest Seminar for Great Teaching

Sponsored by El Paso Community College  
Im of the Mountain Gods, Ruidoso, New Mexico  
October 16-18, 1992

A participants-centered seminar for college teachers with a format that encourages an exchange of expertise. Topics will include teaching tips, challenges, strategies for avoiding burnout, micro teaching sessions, resolving faculty-administration issues, and others as determined by the participants.

Information: Faculty Development Office, El Paso Community College, P.O. Box 20500, El Paso, Texas 79998, (915) 594-2653.

## November 6-November 14

- 8-7 Philosophy Meeting, Illinois Philosophical Association, Western Illinois University, Macomb, Ill. Contact: William Tollu, Philosophy Department, 1015 Anderson Avenue, Macomb, Ill. 61455-3570, fax (313) 532-5637.
- 8-7 Psychology Meeting, Northwest Conference on Philosophy, Boise, Idaho. Contact: Andrew Scholander, Philosophy Department, Boise State University, Boise, Idaho 83725.
- 8-7 Psychology, Annual meeting, New England Psychological Association, Portland University, Portland, Conn. Contact: Joan C. Chiodo, Department of Psychology, Connecticut College, New London, Conn. 06320-1203 439-2338.
- 8-7 Writing, "Ten Years of Writing and Thinking," conference, Bard College, Annandale-on-Hudson, N.Y. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504-1947 788-7484.
- 8-8 American Studies, "Masterworks of Urban Furniture: But Not Where You Think," forum, Historic Deerfield, Deerfield, Mass. Contact: Paul Forman, Historic Deerfield, Box 221, Deerfield, Mass. 01937-7743-581.
- 8-8 Philosophy of Science, "Science, Reason, and Rhetoric," conference, University of Pittsburgh, Pittsburgh, Pa. Contact: Center for Philosophy of Science, 817 Cathedral of Learning, University of Pittsburgh, Pittsburgh 15260.
- 8-8 Popular culture, "America's Culture: Popular Culture/American Culture Association, Pine Manor College, Chestnut Hill, Mass. Contact: Peter C. Holleran, American Studies Program, Pine Manor College, 400 Heath Street, Chestnut Hill, Mass. 02167-1617 731-1000.
- 7-8 Academic affairs, Workshop for new academic deans, Council of Independent Colleges, St. Petersburg Beach, Fla. Contact: Mary Ann Reineke, U.S. Dept. of Education, Suite 320, Washington 20506-1202 466-7230.
- 7-8 Academic affairs, "The Creative Campus: Envisioning New Realities," annual deans institute, Council of Independent Colleges, St. Petersburg Beach, Fla. Contact: Mary Ann Reineke, U.S. Dept. of Education, Suite 320, Washington 20506-1202 466-7230.
- 8-8 Higher education, Annual meeting, National Association of State Universities and Local-College Colleges, Hyatt Regency Hotel, New Orleans, La. Contact: NACAC, Suite 710, The Dunbar Circle, Washington 20036-1202 778-1000.
- 8-8 Computer and medical care, "Computer Applications in Medical Care," symposium, American Medical Informatics Association, Baltimore, Md. Contact: ASIM, Suite 307, 4915 N. Elmo Avenue, Bethesda, Md. 20814.
- 8-8 Humanities, "A Rich and Creative Life in the Sephardic World, 1391-1648," conference, Jewish Theological Seminary of America, Columbia University, Jewish Museum, and National Endowment for the Humanities, New York. Contact: Benjamin R. Oren, Jewish Theological Seminary of America, 3080 Broadway, New York 10027-1212 678-8000.
- 8-11 Personnel, "Declarations for Human Resource Leaders," annual convention, College and University Personnel Association, Wyndham Franklin Plaza Hotel, Philadelphia, Pa. Contact: CUPA, Suite 503, 1233 7th Street, N.W., Washington 20004-1202 479-0311, ext. 6, fax (202) 429-0149.
- 8-11 Engineering, Meeting and exposition, American Society of Mechanical Engineers, Anaheim Hilton and Towers, 343 East 47th Street, New York 10017; 121 207-7795, fax (212) 703-7836.
- 8-10 Business and higher education, "Doing Business with Business: Effectiveness and Higher Education Postscript," seminar, College of Georgetown Hotel, Washington, D.C. Contact: E. R. Morris, Conference Director, Office of Adult Learning Services, College Road, 45 Columbia Avenue, New York 10023-1713 801.
- 8-10 Student affairs, "Professional Growth Through Development," fall conference, American Association of Administrators of State and Local Government, 1410 9th Street, N.E., Washington 20003-1202 477-6776.
- 8-10 Teaching, "Improving College Teaching," seminar, Kansas State University, Raleigh, N.C. Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 125-2757 or (913) 532-5970, fax (913) 532-5637.
- 8-11 Fund raising, "Securing Major Gifts Using Gift-Planning Techniques," conference, National Planned Giving Institute, Williamsburg Hospitality House, Williamsburg, Va. Contact: Ann, Robert F. Shopp and Company, 9450 Poplar Avenue, Memphis 38157-1312 (800) 333-3313 or (901) 767-2330, fax (901) 767-4268.
- 8-11 Humanities, "Continuities and Transformations in Culture, 1450-1950: Assessing the Legacy of Antislavery Literature," conference, University of Notre Dame and National Endowment for the Humanities, Notre Dame, Ind. Contact: Paula Higgins, Department of Music, University of Notre Dame, Notre Dame, Ind. 46556-1219 323-135.
- 8-12 Computers, Conference on software maintenance, Association for Computing Machinery and other sponsors, Orlando, Fla. Contact: Veeva Ridge, Wayne State University, Department of Computer Science, Detroit 48202-1313 577-5423, e-mail 0001@CAC.CS.Wayne.edu.
- 8-12 Computers, "Synergic '92," national computer conference, Weinbaum

## DIVERSIONS



Chicago  
October 13 - January 3

"The Ancient Americas: Art From Sacred Landscapes," at The Institute of Chicago

- Publications, Inc., Anaheim, Ind. Contact: Sandy Muck, Weinbaum Publications, 38 Quincy Street, Ixonia 46121-2303; (717) 523-0146.
- 8-20 International issues, "Human Development in Africa," International Fund, Williams, Davenport College and other sponsors, Ixonia, Missouri. Contact: Ronald D. Durst, Director, Ralph Bunche Institute of International Studies, William Paterson College, 300 Pompton Road, Wayne, N.J. 07470; (201) 395-3842, fax (201) 395-2418.
- 8-20 Admissions, College fair, National Association of College Admission Counselors, Festival Hall, Baltimore, Md. Contact: NACAC, 611 Prince Street, Alexandria, Va. 22314-2018 1703 836-2222, fax (703) 836-8015.
- 8-20 Personnel, "Administration Representative Seminar," in Gallup, N.M. Contact: Cheryl T. Benner, Vice President for Higher Education, 3611 South 39th Street, Lincoln, Neb. 68503-1800 488-8992.
- 8-20 Fund raising, "The Fund Raising School: Leadership Development for Fund Raising," Institute for University Development, Contact: Center on Philanthropy, Indiana University, Suite 301, 550 West North Street, Indianapolis 46202-3162; (317) 274-7063, fax (317) 416-8900.

## Veterans Day

31. Philosophy, "A Contemporary Sublime: The Philosophy and Art of E. E. Cummings," conference, University of Technology, Rochester, N.Y. Contact: Department, Rochester Institute of Technology, Rochester, N.Y. 14623-0891.

31-32 Teaching, "Teaching Thinking and Problem Solving," seminar, Kansas State University, Raleigh, N.C. Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 125-2757 or (913) 532-5970, fax (913) 532-5637.

August 5, 1992

August 5, 1992

October 4 - 7, 1992  
San Antonio, Texas



Designed to discuss, explore, and develop strategies in a national forum, The Minority Student Today over the past five years has promoted an understanding of the necessary fundamental reforms and institutional changes needed to eliminate structural barriers and to promote multicultural and balanced academic programs.

This year's conference will address the educational needs of this burgeoning minority population, sustained efforts must be made to improve the overall college participation rate for minorities...

Registration information now available! Write or Call:  
The Minority Student Today Conference  
University of South Carolina Division of Continuing Education  
600 Assembly Street, Suite 200 - Columbia, S.C. 29209  
(803) 777-9444 or (803) 777-2260  
FAX (803) 777-2653

## 中美学术交流委员会 SCHOLARLY EXCHANGE WITH CHINA

The Committee on Scholarly Communication with the People's Republic of China (CSCPRC) announces its scholarly exchange programs with the People's Republic of China for the 1993-94 academic year.

The Graduate and Research Programs offer opportunities to graduate students and scholars in social sciences and humanities to conduct long-term research in China. Application deadline is October 10, 1992.

Chinese Fellowships for Scholarly Development leave nomination for Chinese scholars in social sciences or humanities with a graduate degree from a Chinese institution to conduct research at an American university for one semester.

Nominations must be made by American scholars. Application deadline is November 14, 1992.

The China Conference Travel Grants Program supports scholars in social sciences and humanities to present recent research results on an aspect of China at conferences in the PRC.

For applications to all programs, write:  
CSCPRC, National Academy of Sciences  
2101 Constitution Avenue, Washington, DC 20418  
(202) 334-2711

## Co-dependency and the Dysfunctional Family

Expanding Our Knowledge and Practice

October 27 - 30, 1992  
Co-Sponsored by:  
American Association of State Colleges and Universities (AACSU)  
University of Wisconsin-Stout  
For more information or conference brochure, call 1-800-455-5700  
FAX 715-232-3355

0114, La Jolla, Cal. 92093-0114; (619) 534-5119, e-mail VENKATAP@UCSD.EDU.

32-38 Institutional advancement, "Uniting for Publications Managers," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CAFE, Suite 408, 11 Duane Circle, Washington 20036-1202 328-5900.

32-38 Management, "Maximizing the New World Order: Crisis and Possibilities," international conference, Brookline, Mass. Contact: American Council on Education, Brookline, Mass. 01906-1100 779-3947, fax (717) 399-4413.

32-38 Non-accidental education, "Empowerment Through Experiential Learning," annual conference, Council for Adult and Experiential Learning, Grosvenor Resort-Whit Dunes World Village, Orlando, Fla. Contact: CAEL, 223 West Jackson Boulevard, Suite 210, Chicago 60604; (312) 922-5909, fax (312) 922-1705.

32-38 Junior Stuart, "Jesse Stuart: A Celebration," conference, Baylor University, Waco, Tex. Contact: R. Le-Monier, P.O. Box 9740, Baylor University, Waco, Tex. 76798-7240; (817) 753-2710.

32-38 Technology, Annual conference, Illinois Association for Educational Communications and Technology, Marriott Hotel, Chicago. Contact: Peter J. West, Oberlin, Newlin Illinois 61851-1241.

32-38 Mathematics, "Technology in Collegiate Mathematics: Exploring the Classroom of the Future," international conference, Addison-Wesley Publishing Company, Hyatt Regency O'Hare Hotel, Rosemont, Ill. Contact: Mercedes McLowry or Phil DeMarco, (708) 397-3000.

32-38 Enrollment, "Retention: Issues, Initiatives, Innovations," conference, Middlesex County College, Edison, N.J. Contact: Barbara Yocell, (609) 906-2554.

32-38 Teaching, "Fostering Active Learning," seminar, Kansas State University, Raleigh, N.C. Contact: Center for Faculty Evaluation and Development, Kansas State University, 1615 Anderson Avenue, Manhattan, Kan. 66502-1604; (800) 125-2757 or (913) 532-5970, fax (913) 532-5637.

1992	<i>November</i>							1992
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32-38 Cognitive science, "Recent Issues in Cognitive Science Literature," colloquium, University of Dayton, Dayton, Ohio. Contact: Paul Tibbitts, Department of Philosophy, University of Dayton, Dayton, Ohio 45409-2260.

32-38 International issues, Symposium on Culture in China, National Commission on Human Rights, Washington, D.C. Contact: Human Rights Commission, 3221 16th Street, N.E., Washington 20017; (202) 462-6599, fax (202) 526-4611.

32-38 Women, "What Works? A National Conference on Women in Science, Mathematics, and Engineering," Women's College Conference and American Association for the Advancement of Science, Washington, D.C. Contact: WCC, 1900 Vermont Avenue, N.W., Third Floor, Washington 20005; (202) 789-2556.

32-38 Freshman-year experience, "Freshman-Seminar Instructor Training," workshop, University of South Carolina, Columbia. Contact: Freshman Year Experience Conference, University 101, University of South Carolina, 1728 College Street, Columbia, S.C. 29208; (803) 777-6029.

32-38 Nutrition and philosophy, "Nutrition and Disease," annual symposium on nutrition and philosophy, Pacific College of Chiropractic, Chiropractic, Iowa. Contact: Mohr Award, Board of Education, Palmer College of Chiropractic, 1000 Brady Street, Davenport, Iowa 52803; (319) 722-2586, ext. 782.

## experience of a lifetime...

The Freshman Year Experience Conferences

Focus on the Small College

Philadelphia, PA October 25 - 27, 1992

Annual Meeting

Columbia, SC February 19 - 23, 1993

A National Forum on the Underserved New Student

Columbia, SC February 20, 1993

Focus on Diversity

Charleston, SC May 27 - 29, 1993

(during Spelman, an international cultural arts event)

Freshman Experience Resource Seminars

Freshman Seminar Instructor Training

Resource Seminars will focus on effective freshman programming. Instructor Training workshops will prepare participants to teach freshman seminar courses.

Highland Heights, KY (National area) October 2, 3, 1992

Indianapolis, IN October 23, 1992

Hayward, CA (San Francisco area) November 14, 15, 1992

Raleigh, NC December 3, 4, 1992

Irvine, CA January 22, 23, 1993

Tampa, FL January 29, 30, 1993

Chicago, IL April 23, 24, 1993

## THE SENIOR YEAR EXPERIENCE

Washington, D.C.  
March 11 - 13, 1993

This conference will encourage a partnership of faculty and administrators in addressing the transition that students undertake when moving from college to the post-college situations of work, marriage, parenthood, and public service.

For more information contact the office of The Senior Year Experience, University of South Carolina, 1728 College Street, Columbia, SC 29208; (803) 777-6029/6029.

## Leadership and the Liberal Arts

Designed with the reflective practitioner in mind, this inaugural conference will establish a forum for the exchange of ideas on the nature of leadership and the teaching of leadership in the liberal arts context.

Sponsored by Marietta College  
In partnership with the W.K. Kellogg Foundation

Marietta, Ohio  
April 16 - 19, 1993

For more information, contact the office of University 101, University of South Carolina

University 101, University of South Carolina, 1728 College Street, Columbia, SC 29208; or call (803) 777-6029.

## Eighth National Higher Education Conference on Black Student Retention

November 17-20, 1992  
Hyatt Regency Houston  
Houston, Texas

### "The Black Male Crisis: Programs of Action"

#### SPEAKERS AND PANELISTS:

Mr. Thomas W. Dortch, Jr.  
100 Black Man of Atlanta

Dr. Robert L. Green  
Cuyahoga Community College  
Honorable Frank Hawkins, Jr.  
City of Las Vegas

Dr. Spencer H. Holland  
Morgan State University

Dr. David P. James  
The Mentoring Association

Dr. A. Laa Johnson  
Strategic Learning Systems

Dr. Lindsay "Cal" Johnson  
Kings River Community College

Mr. Thomas Mitchell  
Florida A&M University

Dr. Quincey L. Moore  
Virginia Commonwealth University

Dr. Earl Nelson  
Michigan Department of Education

Mr. Silas Purnell  
A. S. McKinley Educational Services

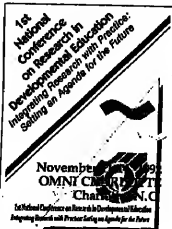
Dr. Margaret B. Spencer  
Emory University

John Thomas, Jr., M.D.  
Ms. Johanna Thomas  
Mahary Medical College

Mr. Glue Wilkins  
National Alliance of African American Athletes

#### REGISTRATION INFORMATION:

Dr. Clinton A. Ford, Director  
Student Retention Conference  
P.O. Box 10121  
Tallahassee, FL 32302-2121  
1-800-USA-GRAD (872-4723)  
FAX (904) 599-3913



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## ACADEMIC AFFAIRS ADMINISTRATORS 1965-1993

ACPA Commission XIV (ACAFAF) is a national professional organization of people concerned with and responsible for the development, administration, and implementation of academic policies, programs, and services at institutions of higher education.

In addition to the programs presented at the ACPA Convention in Kansas City, March 28-31, 1993, there will be two regional conferences in Fall 1992 as well as our Management Development Seminar for Assistant/Associate Academic Deans.

#### William Midwest-Central Region

Date: October 16-18, 1992  
Place: Ann Arbor, Michigan, University of Michigan campus  
Theme: The Academy as Community: Implementing the Commitment  
Contact: Ms. Shelly Kovacs  
Dr. Harry McGoughlin  
Division of Kinesiology, 3060 CCRB  
Ann Arbor, MI 48106 (313) 764-4792

#### Northeast Region

Date: November 4-6, 1992  
Place: Baltimore, Maryland, Tremont Plaza Hotel  
Theme: Redefining Education: Creative Solutions Through Partnership and Collaboration  
Contact: Dr. Eugene A. Peterman, Assistant Dean  
Bryant College, 1150 Douglas Pike  
Smithfield, RI 02917, (401) 232-6908

#### ACPA Convention

Date: March 28-31, 1993  
Place: Kansas City Hyatt Regency and Crown Center Hotels  
Theme: Educating for the Common Good: An Uncommon Agenda  
Program proposals due August 28, 1992  
Contact: Dr. David Pelletier  
Dean of Arts and Sciences, Ohio Northern University  
Ada, Ohio 45810, (419) 772-2152

#### Management Development Seminar, November 16-18, 1992

ACAFAF presents its 14th annual Management Development Seminar for Assistant/Associate Academic Deans at Loews L'Enfant Plaza Hotel in Washington, D.C.  
Contact: Dr. Peter Hood, Director, ACAFAF Management Seminars  
University of Illinois, 400 E. Chambers, Rm. 312  
Champaign, Illinois 61820, (317) 359-2030

## 2nd International Conference on SEXUAL ASSAULT ON CAMPUS

October 1-3, 1992 • Orlando, Florida  
Twin Towers Hotel and Convention Center

#### Participating Organizations

American Council on Education • National Organization for Victim Assistance • National Interferference Conference • National Association for Women in Education • National Association of Student Personnel Administrators • Law Enforcement Administrators • College Stores Research and Educational Foundation • For Safety's Sake • Canadian Association Against Sexual Harassment in Higher Education • National Panhellenic Conference • Safe Schools Coalition • American College Personnel Association • American College Health Association • American Association of Women in Community and Junior Colleges

#### Purpose

To bring individuals, campus organizations and community institutions together in harmonious effort to reduce the insult and effects of sexual assault. The plenary and breakout sessions, the "sharing fair," networking opportunities, video review room, exhibits, theatrical productions and other activities will concurrently address:

- efforts to reduce sexual assault;
- programs for meeting the needs of victims; and
- school policy, government, and law enforcement issues.

#### Who Will Attend

Student services personnel, health workers, administrators, counselors, campus security and special school programs personnel, security and fraternity leaders, residential advisors, rape crisis staff and volunteers, faculty, students, and parents, and all other concerned persons.

#### REGISTRATION INFORMATION

CALL • 800-537-4903 • OR WRITE • Sexual Assault Conference •  
P.O. Box 1338 • Holmes Beach, FL 34218-1338 •

August 5, 1992

August 5, 1992

#### CHRONOLOGICAL LISTINGS

## November 14 - November 25

16-18 Teaching. "Critical-Thinking Teaching Strategies." Regional workshop for Critical-Thinking Teachers. Contact: 11800 N. 11th Ave., Suite 400, Phoenix, AZ 85021. (602) 997-4727.

16-18 Teaching. "Legal Issues in Academic." seminar. Employment Law Institute. Contact: 13141 421-2000.

16-18 Computing. "Computers on Campus." conference. University of South Carolina. Contact: 13141 421-2000.

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NOVEMBER 3-6, 1

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## AN INVITATION TO ATTEND NORTHEAST REGION ACADEMIC AFFAIRS ADMINISTRATORS

27th Annual Meeting  
**Redefining Education:  
Creative Solutions Through Partnership and  
Collaboration**

November 4-8, 1992  
Baltimore, Maryland • The Tremont Plaza Hotel  
Host: Hood College

**KEYNOTE SPEAKER:** Wednesday, November 4  
**Robert L. Carothers**, President, University of Rhode Island

**PANEL OF PRESIDENTS:** Thursday, November 6

#### CONCURRENT SESSION TRACKS:

- Collaborations with Business, Government, Community Groups
- Inclusive Education
- 21st Century Articulation
- Collaborative Models in HBCUs, the Arts, Philanthropy
- Academic/Student Affairs

For Conference Information Contact:

Eugene A. Peterman, Assistant Dean  
Bryant College  
1150 Douglas Pike, Smithfield, RI 02917  
(401) 282-8306

Reservation Deadline October 9

#### CALL FOR PAPERS AND PARTICIPATION

**Law and Disorder: Public  
Policy and Civil Unrest in  
California, Past and  
Present**

University of the Pacific  
48th Annual California  
History Institute  
APRIL 22-24, 1993

The conference invites proposals on any aspect of this theme. Proposals for papers and sessions should be forwarded, along with a brief resume, to the CFI 93 Program Committee, in care of its Chair, Professor John Phillips, Sociology/Astronomy Department, University of the Pacific, Stockton, CA 95211 by November 15, 1992. Phone (209) 946-2930; fax (209) 946-2590.

#### CALL FOR ARTICLES

**AIC-JOURNAL OF BUSINESS  
(VOLUME V)**

**Theme: Poverty in the United States**

Article Submission Fee: \$35  
Checks (payable to AIC-Journal of Business) to:

Dr. Ir. Smolowitz, Dean  
School of Business  
Administration  
American International College  
Springfield, MA 01109-9983

Article Submission Deadline:  
November 12, 1992

#### CHRONOLOGICAL LISTINGS

## November 26 - January 3

### 28 Thanksgiving Day

**28-29 International studies.** "Law, Economics, the Legal, Political, and Economic Status of Chinese in the Diaspora," conference, University of California at Berkeley, 1900 University Avenue, San Francisco, Calif. Conference Planning Committee, (510) 842-6555, fax (510) 842-6456.

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#### DECEMBER

**3-24 Antisemitism.** College for the National Association of College Administrators, Milwaukee, Wis. Contact: David L. Pines, 161 Prince Street, Alexandria, Va. 22304-2816; (703) 836-2222, fax (703) 836-8015.

**3-4 Congress.** Annual national conference, CAUSE, "Law's Agenda Today," Dallas, Texas. Contact: CAUSE, 4840 Pearl East Drive, Suite 3025, Dallas, Texas 75240-8001; (303) 449-4430, fax (303) 449-0460.

**3-4 Annual.** "Annual Workshop Series," Council for Advancement and Support of Education, Philadelphia. Contact: CAS, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

**3-4 Institutional advancement.** "The Writing Institute," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CAS, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**3-4 Anthropology.** Annual meeting, American Anthropological Association, San Francisco Hilton Hotel, San Francisco, Calif. Contact: AAA, 1700 New Hampshire Avenue, N.W., Washington 20009; (202) 332-8800.

**3-4 Congress.** "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**3-4 Freshman-year experience.** "Freshman-Senior Leadership Training," workshop, University of South Carolina and other sponsors, Raleigh, N.C. Contact: Freshman Year Experience Conference, University of NC, University of South Carolina, 728 College Street, Columbia, S.C. 29208; (803) 783-6029.

**4-5 Congress.** "Strategies for Working with Congressional Staff," seminar, Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**4-5 Personal.** "The Human Factor of Restructuring," seminar, College for the National Association of College Administrators, San Francisco. Contact: David L. Pines, 161 Prince Street, Alexandria, Va. 22304-2816; (703) 836-2222, fax (703) 836-8015.

**4-5 History.** Annual symposium on 18th-century history, Illinois Historic Preservation Agency and other sponsors, Springfield, Ill. Contact: Robert O'Brien, Office of Research and Education, 1175 Union Station, 500 East Capitol Street, Springfield, Ill. 62701; (217) 783-2932.

**4-5 Writing.** Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7456.

**4-5 Philosophy.** Round table, American Philosophical Association, Portland, Ore. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7456.

**4-5 Higher education.** Annual conference, National Council for Resources Development, Washington, D.C. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**4-5 Legal issues.** "Legal Issues in Academic Registration and Admissions Officers, Wintergreen, Va. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**4-5 Fund raising.** "The Plans of Giving—Part I: Will, Revocable Trust, Gift Annuities, Life Insurance, Life-Settles," seminar, National Planning Institute, Washington Hospitality House, Washington, D.C. Contact: Robert F. Shure and Company, 3030 Poplar Avenue, Memphis 38157; (901) 761-4268, fax (901) 761-4268.

**4-5 International education.** "New Concepts in Higher Education," conference, International Council for Educational Development, Washington, D.C. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**4-5 Fund raising.** "The Plans of Giving—Part II: Will, Revocable Trust, Gift Annuities, Life Insurance, Life-Settles," seminar, National Planning Institute, Washington Hospitality House, Washington, D.C. Contact: Robert F. Shure and Company, 3030 Poplar Avenue, Memphis 38157; (901) 761-4268, fax (901) 761-4268.

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**6-10 Annual.** "Annual Workshop Series," Council for Advancement and Support of Education, Philadelphia. Contact: CAS, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

**6-10 Institutional advancement.** "The Writing Institute," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CAS, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

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**6-10 Writing.** Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7456.

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**6-10 International education.** "New Concepts in Higher Education," conference, International Council for Educational Development, Washington, D.C. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

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#### August 5, 1992

**6-10 Congress.** Annual national conference, CAUSE, "Law's Agenda Today," Dallas, Texas. Contact: CAUSE, 4840 Pearl East Drive, Suite 3025, Dallas, Texas 75240-8001; (303) 449-4430, fax (303) 449-0460.

**6-10 Annual.** "Annual Workshop Series," Council for Advancement and Support of Education, Philadelphia. Contact: CAS, 11 Dupont Circle, Suite 400, Washington 20036; (202) 328-5900.

**6-10 Institutional advancement.** "The Writing Institute," workshop, Council for Advancement and Support of Education, Philadelphia. Contact: CAS, Suite 400, 11 Dupont Circle, Washington 20036; (202) 328-5900.

**6-10 Anthropology.** Annual meeting, American Anthropological Association, San Francisco Hilton Hotel, San Francisco, Calif. Contact: AAA, 1700 New Hampshire Avenue, N.W., Washington 20009; (202) 332-8800.

**6-10 Congress.** "Research Workshop on Congressional Documents," Congressional Quarterly Inc., Washington. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**6-10 Freshman-year experience.** "Freshman-Senior Leadership Training," workshop, University of South Carolina and other sponsors, Raleigh, N.C. Contact: Freshman Year Experience Conference, University of NC, University of South Carolina, 728 College Street, Columbia, S.C. 29208; (803) 783-6029.

**6-10 Personal.** "The Human Factor of Restructuring," seminar, College for the National Association of College Administrators, San Francisco. Contact: David L. Pines, 161 Prince Street, Alexandria, Va. 22304-2816; (703) 836-2222, fax (703) 836-8015.

**6-10 History.** Annual symposium on 18th-century history, Illinois Historic Preservation Agency and other sponsors, Springfield, Ill. Contact: Robert O'Brien, Office of Research and Education, 1175 Union Station, 500 East Capitol Street, Springfield, Ill. 62701; (217) 783-2932.

**6-10 Writing.** Workshops on teaching writing and thinking, Bard College, Annandale-on-Hudson, N.Y. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7456.

**6-10 Philosophy.** Round table, American Philosophical Association, Portland, Ore. Contact: Judith Smith, Institute for Writing and Thinking, Bard College, Annandale-on-Hudson, N.Y. 12504; (914) 758-7456.

**6-10 Higher education.** Annual conference, National Council for Resources Development, Washington, D.C. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

**6-10 Legal issues.** "Legal Issues in Academic Registration and Admissions Officers, Wintergreen, Va. Contact: Vincent Bryant, (800) 432-2230, ext. 620 or (202) 887-8620, fax (202) 728-1863.

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#### August 5, 1992



## CALL FOR PAPERS

Far West Popular Culture Association  
and  
Far Western American Culture Association

5th Anniversary Meeting  
January 21-23, 1993 • Sahara Hotel • Las Vegas

In conjunction with the  
**Las Vegas Antiquarian and Used Book Fair**  
(Approximately 150 dealers in rare and used books from all over the United States and Canada will be on site, offering the scholarly and popular out-of-print books.)

Papers on all aspects of Popular Culture, as well as papers on American Culture are welcome. Send 50 word abstracts by November 15, 1992 to:

Felicia Campbell  
Department of English  
University of Nevada, Las Vegas  
Las Vegas, NV 89154-5011  
Tel 702-739-3533 FAX 702-897-4801

## CALL FOR PAPERS

Joint National Conference on  
Gangs, Schools and Community

May 6-8, 1993

Holiday Inn International Resort • Orlando, Florida

Participating Organizations: The National Association of Secondary School Principals • American Association of School Administrators • The National Alliance of Black Educators • The State Schools Coalition, and . . .

The Conference will concurrently address school and community intervention programs • reducing the attractiveness of gangs • legal and security issues • and research on gangs.

## Co-Chairs:

Richard Arthur, author of *Gangs and Schools*, a teacher, principal and gang neighborhood worker.

Alan McEvoy, Ph.D., Wittenberg University, author of *When Disaster Strikes and Youth and Exploitation*.

\* Presenters may \$15.00 off the regular registration fee.

DO NOT MISS THE SUBMISSION DEADLINE  
NOVEMBER 1, 1992  
Call 800-837-4063 for  
Guidelines for Submissions



The National Association  
of Academic Administrators  
announces its fourteenth annual

**Management Development Seminar for  
Assistant and Associate Academic Deans**

November 16-18, 1992

Loews L'Enfant Plaza Hotel, Washington, D.C.

The seminar is designed for those whose primary responsibility includes the administration of undergraduate academic policies, programs, and services, and who have recently entered their positions.

## Session topics include:

- The Position of Assistant Academic Deans
- Administrative Strategies in Academic
- Legal Issues for the Academic Administrator
- Management Strategy in Academic Administration

Two special pre-conference programs will be offered November 16 on effective administrative writing and financial management. Contact: Dr. W. Peter Hood, Academic Seminar Director, University of Illinois, 409 E. Champaign, Room 312, Champaign, IL 61820 (312) 253-2050



**Strategic Enrollment  
Management Conference**

November 14-17, 1992 • Long Beach, CA

Come hear nationally recognized experts, examine case studies, view exhibits on products and services for admissions, and expand your enrollment horizons!

You can't afford to miss this conference!

Contact: Elizabeth Bu Brunt, American Association of Collegiate Registrars and Admissions Officers, One Dupont Circle, Suite 350, Washington, DC 20036-1173; (202) 293-9161; FAX (202) 872-8657.

## CHRONOLOGICAL LISTINGS

## January 4 - February 10

4-7: Computers. "International Workshop on Intelligent User Interfaces." Association for Computing Machinery and other sponsors. Orlando, Fla. Contact: William Hickey, Software Engineering Institute, 401 21st Avenue, Pittsburgh 15213; (412) 268-7793; e-mail whickey@cmu.edu.

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7-8: English. Winter workshop, Conference on College Composition and Communication of National Council of Teachers of English, Charleston Beach, Fla. Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801.

7-8: Women. International conference for women in higher education, University of Texas at Austin. Contact: Susan P. Fazio, Contact: Sandra R. Beyer, Director, Women's Studies Programs, University of Texas, R1 Pass 7996; (512) 747-5200.

10-13: Accreditation. Meeting of the Commission on Accreditation, Council on Postsecondary Accreditation, Ritz-Carlton, Pentagon City Hotel, Arlington, Va. Contact: CAA, One Dupont Circle, N.W., Suite 350, Washington 20036; (202) 462-1423.

10-13: Computers. "Principles of Programming Languages," symposium, Association for Computing Machinery, Charleston, S.C. Contact: Susan P. Fazio, 445 South Street, Room 12-36, Morrisville, N.C. 07960-1910; (703) 829-4305; e-mail srf@acm.org.

13-18: Fund raising. "Charitable Off Planning—Part I," seminar, National Planned Giving Institute, Williamsburg, Va. Contact: Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

13-18: International issues. "Overcoming Poverty: Global Priority," conference, International Development Conference, J. W. Marriott Hotel, Washington, D.C. Contact: J. W. Marriott Hotel, 1190 Avenue, N.W., Suite 1100, Washington 20005-1160; (202) 638-3111, fax (202) 638-1374.

13-18: Technology. "Annual Connection and Technology Symposium: Focus on Communication," West Chester University, West Chester, Pa. Contact: Susan Hall, (215) 436-3357, e-mail shah@uconn.wcu.edu.

13-24: Fund raising. "Introduction to Planned Giving," workshop, Council for Planning Giving, Inc., Tampa, Fla. Contact: CPGI, One Dupont Circle, Suite 400, Washington 20036; (202) 338-5900.

13-24: Teacher education. "Northeast Regional Conference on Classroom Techniques for America 2000," Northeast Regional Conference on Classroom Techniques for America 2000, University of Cincinnati, Cincinnati, Ohio. Contact: George R. Kettler, Higher Education Center, University of Cincinnati, Cincinnati, Ohio. Contact: Skyline, N.Y. 11203-0003.

13-24: Admissions. "Admissions-Volunteer Workshop Series," Council for Advancement and Support of Education, Orlando, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 338-5900.

13-24: Fund raising. "Charitable Off Planning—Part II," seminar, National Planned Giving Institute, Williamsburg, Va. Contact: Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

13-24: Higher education. "The Discipline of Higher Education," The Discipline of Higher Education, University of Illinois, Urbana, Ill. Contact: National Council of Teachers of English, University of Illinois, Urbana, Ill. Contact: NCTE, 1111 Kenyon Road, Urbana, IL 61801; (312) 253-2050.

13-24: Fund raising. "Marketing and Selling Your Product," seminar, National Planned Giving Institute, Williamsburg, Va. Contact: Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

Selling Major Planned Gifts," workshop, Council for Advancement and Support of Education, Tampa, Fla. Contact: CASE, 11 Dupont Circle, Suite 400, Washington 20036; (202) 338-5900.

13-24: Philosophy. "University and Community," conference, Rochester Institute of Technology, Rochester, N.Y. Contact: John T. Sanders, Philosophy Department, Rochester Institute of Technology, Rochester, N.Y. 14623.

13-24: Logic. Meeting, Association for Symbolic Logic, San Antonio, Texas. Contact: Ward Henson, Mathematics Department, University of Illinois, Urbana, Ill. 61801.

13-24: Technology. "Annual Technological Literacy Conference," National Association for Science, Technology, and Society, Crystal Springs Marriott Hotel, Arlington, Va. Contact: Betsy Heit, 1333 Willard Building, University Park, Pa. 16802; (814) 865-9531.

13-24: Teaching. "Critical Thinking: Teaching Strategies," regional workshop, Foundation for Critical Thinking, Boston, Contact: FCT, 6555 Sonoma Mountain Road, Santa Rosa, Cal. 95404; (707) 664-2900.

13-24: Institutional advancement. District conference, Council for Advancement and Support of Education, Kansas City, Mo. Contact: CASE, Suite 400, 11 Dupont Circle, Washington 20036; (202) 338-5900.

13-24: Simulation. "Western Model conference on Computer Simulation," Society for Computer Simulation International and other sponsors, San Diego, Cal. Contact: Jean Walrand, Department of Electrical Engineering and Computer Science, 207M Cory Hall, University of California, Berkeley, Cal. 94720; (415) 925-9410.

13-24: Fund raising. "Developing a Planned-Giving Program," seminar, National Planned Giving Institute, East Memphis, Tenn. Contact: Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

13-24: Higher education. "Regeneration: Today's Problems, Tomorrow's Solutions," annual meeting, American Council on Education, Sheraton Harbor Island Hotel, San Francisco, Cal. Contact: Phyllis Marshall, A.C.E., One Dupont Circle, Washington 20036; (202) 939-9410.

13-24: Fund raising. "Developing a Planned-Giving Program," seminar, National Planned Giving Institute, East Memphis, Tenn. Contact: Robert F. Sharpe and Company, 5050 Poplar Avenue, Memphis 38157-1212; (901) 238-3233 or (901) 767-2330, fax (901) 761-4268.

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August 5, 1992

August 5, 1992

## NASPA

National Association of Student Personnel Administrators  
presents . . .

**Confronting Sexual Harassment on Campus**  
a live, interactive teleconference  
Thursday, November 12, 1992, 1:30-3:30 p.m. ET

For many years, colleges and universities have struggled with sexual harassment. This issue is even more urgent now that the U.S. Supreme Court has ruled that institutions may be liable to students for damages based upon sexual discrimination claims.

Join NASPA for this program as it examines various forms of sexual harassment, including student-to-student, faculty-to-student, supervisor-to-employee, and colleague-to-colleague. All registered guests will receive a resource packet containing a program agenda, bibliography, and suggestions to assist with wrap-around local programming and subsequent staff training. For registration materials, contact:

National University Teleconference Network  
210 Public Information Building—OSU Campus  
Stillwater, OK 74078-0553  
Phone: (405) 744-5191

**A Call For Papers About Women  
in Community Colleges**

THE JOURNAL OF THE AMERICAN ASSOCIATION OF  
WOMEN IN COMMUNITY AND JUNIOR COLLEGES  
invites articles for publication in its 1993 issue.  
Articles are welcome on topics such as:

*Women's Studies Programs . . . Family and Professional Development . . . Women in the Technology . . . Personal Issues for Women Students and Women Workers . . . Ethnic Women's Issues . . . Alternative Action . . . Housing . . . Feeding the Underclass . . . Learning Styles . . . Gender Equity in Curriculum . . . Women, Aging, and Access to Services . . . Community College Management . . . Book Reviews.*

DEADLINE FOR SUBMISSION OF ARTICLES—NOVEMBER 15, 1992  
Inquiries or articles for submission to:  
Donna Heist Cox  
Box 447, Ann Arbor College  
Ann Arbor, Michigan 48106  
Call (313) 777-5175 or (313) 777-5469

**RESPONDING TO ALLEGATIONS OF RESEARCH  
MISCONDUCT: A PRACTICUM**  
Monday, December 14, 1992  
2100 Pennsylvania Avenue, N.W., Washington, D.C.

A one-day, hands-on workshop for faculty, department chairs, university and medical school administrators, to be led by two experienced research administrators and a university general counsel.

Topics will include: responding to allegations, conducting an inquiry; handling records; protecting a livelihood; working with other offices in your institution; and dealing with the federal government and the press. Participants will receive a comprehensive notebook, including checklists, sample guidelines and procedures including those recently drafted by the A.A.M.C.

For more information write: Absorbent Practicum, Directorate for Science and Policy Programs, AAAS, 111111 Street, N.W., Washington, D.C. 20036; Fax: 202-299-0949; or phone 202-299-4694.

Co-sponsored by the American Association of University Professors and the Association of American Medical Colleges.

## CALL FOR PAPERS

10th International Conference  
On New Concepts in Higher Education

Sponsored by:  
International Council for Innovation  
in Higher Education

Hosted by:  
Universidade Iberoamericana A.C.

Presentations of interest to university administrators, scholars and educators are invited.

December 7 - 10, 1992 • Mexico City, D.F.  
For further information and registration details, write:  
Dr. Erwin Waschke, Executive Director  
ICIE, c/o CEM  
210 York Street, Suite 1004  
Toronto, Ontario, Canada M5H 3S5  
Tel: (416) 593-3905 FAX: (416) 593-6863

## The University of Chicago

presents  
the 22nd National Institute on Issues in Teaching and Learning

**Changing Curricula / Changing Practice:  
World Cultures and General Education**  
November 20-22, 1992 • at Chicago, Illinois

We invite educators currently revising their general education programs to discuss the following topics at the November Institute:

- coordination of curricular revision with pedagogical renewal efforts;
- varieties of multiculturalism in general education programs;
- critical thinking, collaborative learning and writing in core programs;
- successful models of revised programs, faculty development strategies and assessment projects.

We also invite you to propose a session on one of the above or a related topic.

For more information, contact: Paul Gonzales, CCS, University of Chicago, 5315 S. Kimbark Avenue, Chicago, Illinois, 60637; Telephone: (312) 702-7503; Telefax: (312) 702-6814

## CHAIRING THE ACADEMIC DEPARTMENT

**A Workshop for  
Deans, Division & Department Chairpersons**

November 11-13, 1992  
Clarion Harvest House  
Boulder, Colorado

In this workshop chairs will learn how to effect change, deal with day-to-day issues and provide more effective leadership for their department or division.

General Session topics include:

Assessing Teaching  
Faculty Development  
Issues of Change  
Setting Priorities

REGISTER EARLY AND SAVE

For further information write or call:  
Department Leadership Program  
American Council on Education  
One Dupont Circle-Suite 873 • Washington, D.C. 20036  
(202) 939-9415

## AMERICAN COUNCIL ON EDUCATION

One Dupont Circle, Washington, D.C. 20036-1193

The Institute for the Study of Postsecondary Pedagogy  
The School of Education at the College at  
New Paltz/SUNY

**2nd Annual Conference on  
Instruction Across the Disciplines**

November 5-7, 1992  
Albany Hilton, Albany, N.Y.

Keynote Speaker: John Allen Paulos, Professor of Mathematics at Temple University and author of *Innumeracy* and *Beyond Numeracy: Ruminations of a Numbers Man*.

Registration Material: Telephone: (914) 257-2800  
Program Information: Telephone: (914) 257-3589



















*Ensuring the future  
for those who shape it.™*

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for those who shape it.™*

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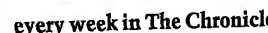
Other duties include collection of funds, reports to Assistant Director, Reports to Assistant Director.



ILASTINGS COLLEGE: PHOTOGRAPH BY PAUL TANNER

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**every week in The Chronicle**









## ASSISTANT/ASSOCIATE DIRECTOR OF OPERATIONS NATIONAL CENTER ON POSTSECONDARY TEACHING, LEARNING & ASSESSMENT

Nominations and applications are invited for the position of Assistant/Associate Director of Operations for the National Center on Postsecondary Teaching, Learning and Assessment, NCTLA is a five-year, \$9.9 million research and dissemination center funded by the U.S. Department of Education's Office of Educational Research and Improvement (OERI). A consortium of six major universities and thirteen nationally prominent researchers, NCTLA is located at The Pennsylvania State University and directed by a three-person team to whom the Assistant/Associate Director will report.

The Assistant/Associate Director of Operations will be responsible for the overall management and operations of the Center. This includes conducting meetings of the research team, preparation of quarterly and annual reports for the government, coordination of Center activities with the National Advisory Board, and close liaison with OERI program officer, and the Center's budgetary oversight and administration. The Assistant/Associate Director of Operations will keep the research team apprised of Center issues and facilitate communication across research programs.

Qualified candidates should have a Master's degree (Ph.D. or equivalent degree preferred) and at least five years of mid-level administrative experience in managing administrative funded research is desirable. Necessary abilities include organizational and budgetary skills, ability to bring multiple tasks, strong writing and editorial skills, and good interpersonal communication skills. The position requires flexibility and the ability to handle the multiple tasks associated with management of a complex national center.

This is a three-year, fixed-term position to begin December 1, 1992, with application materials due AUGUST 15, 1992. Salary commensurate with qualifications and experience. Applicants should send a letter of application, a vita, and the names, addresses, and phone numbers of three references to:

Dr. James L. Rieff, Director  
NCTLA  
The Pennsylvania State University  
403 South Allen Street, Suite 104  
University Park, PA 16801-5252

## PENNSYLVANIA STATE UNIVERSITY

The National Center is a consortium housed at The Pennsylvania State University that includes the University of Illinois at Chicago, Syracuse University, Northeastern University, Arizona State University, and the University of Tennessee.

An Affirmative Action/Equal Opportunity Employer  
Women and Minorities Encouraged to Apply

## DELAWARE TECH

### EXECUTIVE DEAN OF INSTRUCTION AND STUDENT SERVICES

This newly created position in Delaware Technical & Community College. The responsibilities of the position include overseeing and managing all instructional activities, articulation agreements, program development, curriculum guidelines, and the quality of instruction. In addition, the college-wide coordination will be provided to ensure that the college meets its goals and objectives. The Executive Dean will work closely with the Deans of Student Services, the Deans of Instruction, and the Directors of Continuing Education, as well as with other administrators on the campus and in the Office of the President. Delaware Tech is the only community college in the State of Delaware. The college offers 16 different associate degree programs and numerous diploma programs. The central office is located in the capital city of Dover. Over 32,000 students are enrolled each year through credit and non-credit programs. Individual training and special interest activities. Minimum Qualifications: Doctoral degree, ten (10) years of technical/leadership experience; a commitment to the community college philosophy. Salary: The exact salary will be based upon the background and qualifications of the successful candidate and will be within the range of \$52,000-\$77,000.

**Application Process:** Applicants must submit a detailed resume, a cover letter, and a completed application form. Please call or write for the application form. The position will remain open until September 1, 1992. Please send your application to: Personnel & Legal Affairs Department, Office of the President, Delaware Technical & Community College, P.O. Box 88, Dover, DE 19903. (302) 739-3732. Delaware Tech is an equal opportunity, affirmative action employer. Women, minorities, veterans, and disabled persons are encouraged to apply.

### Post-Graduates

DOCTORS, my field research, major articles, excellent teaching ability, cumulative personal and professional growth. I am seeking a position in a post-graduate program. I am currently employed at the University of Delaware. I am seeking a position in a post-graduate program. I am currently employed at the University of Delaware. I am seeking a position in a post-graduate program. I am currently employed at the University of Delaware.

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A calendar of forthcoming meetings, conferences, workshops, and institutes of importance to scholars and college administrators — every week in The Chronicle.

## STATE UNIVERSITY OF NEW YORK College at Oneonta

applications and nominations  
for the position of

### DEAN OF BEHAVIORAL AND APPLIED SCIENCE

Search Extended

The College at Oneonta is a four-year college with liberal arts and professional programs at the undergraduate and master's levels, an enrollment of 5,000 students, and a full-time faculty of 260. It is located in the scenic Catskills, 312 miles from New York City. The Dean will supervise a new division that includes the departments of Education, Educational Psychology & Counseling, Psychology, Sociology, Business Administration, and Home Economics. The Dean will provide leadership for academic education, an area of historical commitment and current change for the college.

The successful candidate must possess an earned doctorate and qualify for tenure in an academic department. The search will focus on the candidate's leadership and qualifications, record of commitment to institutional growth, and ability to relate to the community. The candidate should have demonstrated experience working with diverse groups and a record of accomplishment in promoting multicultural diversity.

Review of new candidates will begin September 28, 1992 and continue until the position is filled. Applicants should submit a cover letter with a brief summary of qualifications and experience and a resume to: Vice President for Multicultural Affairs, Box C, SUNY College at Oneonta, Oneonta, New York 13820-4015.

As an equal opportunity, affirmative action employer, we encourage applications from women and members of minority groups.

## BARTON COLLEGE

### Special Resources Director

Barton College seeks Director of Special Resources and Institutional Resources. Bachelor's degree required; strong communication/organizational skills a must. Advanced degree and/or experience in grant writing, research, and résumé and personnel. Send resume and references to: H. Dale Almond, Vice President for Multicultural Affairs, Barton College, State Street, Barton, NC 27803. Search open until qualified candidate is employed. Barton College, founded 1902, 4-year liberal arts college affiliated with the Christian Church (Disciples of Christ). Enrollment is 1,700. Giving increased annually in recent years including successful five year campaign ended in 1990 with new campaign planned. Formerly named Atlantic Christian College.

## DEAN

Applications are invited for the administrative position of Dean of the School of Education for Saint Xavier University, academic year 1992-93. Saint Xavier University is a private Catholic institution founded by the Sisters of Mercy and located in Chicago. Both Bachelor's and Master's degrees are offered in 60 majors and 18 graduate programs. The School of Education has 18 full-time and part-time faculty. Programs are offered at both undergraduate and graduate levels. The Dean will be responsible for the overall leadership and management of the School of Education. The candidate should have a Ph.D. in Education, a minimum of five years of administrative experience, and a strong commitment to the Catholic mission of the university. The successful candidate must possess:

**LEADERSHIP:** The Dean must possess the ability to lead and inspire a diverse group of faculty and staff. The Dean must have a strong commitment to the Catholic mission of the university and be able to articulate this mission to the broader community. The Dean must have a strong understanding of the needs and challenges of the School of Education and be able to develop and implement effective strategies to address these challenges.

**MANAGEMENT:** The Dean must possess the ability to manage a large and complex organization. The Dean must have a strong understanding of the needs and challenges of the School of Education and be able to develop and implement effective strategies to address these challenges. The Dean must have a strong commitment to the Catholic mission of the university and be able to articulate this mission to the broader community.

**TEACHING AND SCHOLARSHIP:** The Dean must possess an earned doctorate and a strong record as a teacher and scholar. The Dean must have a strong understanding of the needs and challenges of the School of Education and be able to develop and implement effective strategies to address these challenges. The Dean must have a strong commitment to the Catholic mission of the university and be able to articulate this mission to the broader community.

**Search Committee:** The Search Committee will be composed of representatives from the faculty, staff, and the Board of Trustees. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

**Review of Applications:** The review of applications will begin on September 1, 1992. The review will continue until the position is filled. The review will be conducted by the Search Committee. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

**Salary:** The salary for the Dean will be commensurate with the candidate's qualifications and experience. The salary will be determined by the Board of Trustees. The salary will be open to all qualified candidates.

**Application Process:** Applicants must submit a detailed resume, a cover letter, and a completed application form. Please call or write for the application form. The position will remain open until September 1, 1992. Please send your application to: Personnel & Legal Affairs Department, Office of the President, Saint Xavier University, 3700 W. 103rd Street, Chicago, IL 60648.

Review of applications will begin on September 1, 1992. The review will continue until the position is filled. The review will be conducted by the Search Committee. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

## NORTH DAKOTA STATE UNIVERSITY Dean of the College of Human Development and Education

North Dakota State University invites inquiries, nominations and applications for the position of Dean of the College of Human Development and Education. The College and University. The newly structured College of Human Development and Education will be located in the Department of Applied, Technical and Interior Design; the Department of Child Development and Family Science; the Department of Food and Nutrition; the Division of Health, Physical Education, and Recreation; and the School of Education. The College has 61.57 FTE faculty and 1,227 students. North Dakota State University is a land-grant institution located in Fargo, North Dakota, with an enrollment of 9,600 students with a full-time teaching and research faculty of approximately 650. Undergraduate instruction is offered in eight academic units: the colleges of Agriculture, Business Administration, Engineering and Architecture, Human Development and Education, Humanities and Social Sciences, Pharmacy, Science and Mathematics, and University Studies. The Graduate School offers the degrees in 20 disciplines and the master's in 48. The North Dakota Agricultural Experiment Station and North Dakota State University Extension Service are integral parts of the university. North Dakota State University is part of the North Dakota University System and participates in the 14-College University consortium with neighboring Moorhead State University and Concordia College. Under the 14-College University umbrella, the three institutions share library resources and enroll a total of 24,000 students. With a population of 150,000, greater Fargo-Moorhead is the largest center for retail, health care, manufacturing, educational and entertainment in the region.

Responsibilities: As the chief administrative officer of the College, the Dean reports to the Vice President for Academic Affairs. The Dean is responsible for leading and developing the college's academic programs, implementing academic policies, enhancing relationships with the community, and managing the college's financial and administrative affairs. The Dean is also responsible for the college's public relations and fundraising efforts.

The successful candidate should possess:

- A Ph.D. in a field related to the college's mission.
- A minimum of five years of administrative experience in a higher education setting.
- A demonstrated commitment to excellence in teaching, scholarship, and institutional service.
- Ability to communicate clearly and effectively with faculty, students and the community.
- Ability to foster consensus and commitment in shared governance and participatory management.
- Demonstrated commitment to the goals of affirmative action principles and sensitivity to multicultural issues.
- Demonstrated competence in fiscal management.
- Successful experience in program, curriculum and faculty development.
- An understanding of and willingness to work with the North Dakota State University Extension Service and the Agricultural Experiment Station.
- A commitment to fund raising.

Application Procedures: Salary is competitive and commensurate with qualifications and experience. North Dakota State University offers a full benefits package. Applications received by September 1, 1992, will be considered. The anticipated date of appointment is January 1, 1993. Candidates should send a letter of application with curriculum vitae, three references, and a statement of interest in the position to: Dr. Henry Rosenberg, Chair, Search Committee, College of Human Development and Education, North Dakota State University, Fargo, ND 58105. Phone: 701/233-7456; Fax: 701/233-7666.

North Dakota State University is an Equal Opportunity Institution.

## DEAN

### COLLEGE OF WILLIAM AND MARY Marshall-Wythe School of Law

The College of William and Mary invites applications and nominations for the position of Dean of the Marshall-Wythe School of Law. The successful candidate will be responsible for the overall leadership and management of the school. The candidate should have a Ph.D. in Law, a minimum of five years of administrative experience, and a strong commitment to the College's mission. The successful candidate must possess:

**LEADERSHIP:** The Dean must possess the ability to lead and inspire a diverse group of faculty and staff. The Dean must have a strong commitment to the College's mission and be able to articulate this mission to the broader community. The Dean must have a strong understanding of the needs and challenges of the Marshall-Wythe School of Law and be able to develop and implement effective strategies to address these challenges.

**MANAGEMENT:** The Dean must possess the ability to manage a large and complex organization. The Dean must have a strong understanding of the needs and challenges of the Marshall-Wythe School of Law and be able to develop and implement effective strategies to address these challenges. The Dean must have a strong commitment to the College's mission and be able to articulate this mission to the broader community.

**TEACHING AND SCHOLARSHIP:** The Dean must possess an earned doctorate and a strong record as a teacher and scholar. The Dean must have a strong understanding of the needs and challenges of the Marshall-Wythe School of Law and be able to develop and implement effective strategies to address these challenges. The Dean must have a strong commitment to the College's mission and be able to articulate this mission to the broader community.

**Search Committee:** The Search Committee will be composed of representatives from the faculty, staff, and the Board of Trustees. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

**Review of Applications:** The review of applications will begin on September 1, 1992. The review will continue until the position is filled. The review will be conducted by the Search Committee. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

## YORK COLLEGE

### DEAN OF ACADEMIC AFFAIRS

York College of Pennsylvania invites applications and nominations for the position of Dean of Academic Affairs.

The Dean is a senior member of the president's staff and provides leadership for a full-time faculty of 120. The Dean chairs the Academic Council, which includes the academic department chairs, the Librarian, and, as appropriate, the Registrar and Deans of Admissions and Continuing Studies. Responsibilities and relevant experiential qualifications are:

- curriculum development and outcomes assessment
- general education and major fields
- recruitment, evaluation, and development of faculty
- teaching oriented setting

Other qualifications include:

- earned Ph.D. in a field represented in the College's curriculum
- strong affirmative recommendations from current colleagues
- excellent communication skills
- demonstrated commitment to independent higher education

York College is a comprehensive college offering 37 majors in the arts and sciences as well as the professional fields of business, nursing, education, criminal justice, recreation and allied health. The College takes pride in having a friendly atmosphere and in offering a high quality education at moderate cost. 2800 full-time and 2200 part-time students are enrolled, with the vast majority seeking bachelor's degrees. Some master's and associate degree programs are also offered. 1300 undergraduates reside on campus. The student body is above average (SAT avg. 985) and hails principally from the Middle Atlantic area. York College competes in NCAA Division III.

Inquiries, nominations, and letters of recommendation should be addressed to:

Academic Dean Search Committee  
York College of Pennsylvania, York, PA 17405-7199

Candidates should include with their letters of inquiry, a curriculum vitae and samples of their professional papers and publications.

The search will remain open until an appointment is made. Applications received prior to November 20, 1992, will be given more extensive consideration. The position's starting date is very flexible, January 2, July 1, 1993, since the incumbent is willing to adjust his retirement date to facilitate a smooth transition. All interested persons are encouraged to apply.

## DEAN, ECONOMIC DEVELOPMENT AND EXTENDED EDUCATION

### Western Wisconsin Technical College

This position, reporting to the Vice President of Instruction, will be responsible for managing the operations of the Extended Education and Economic Development Division. The division includes adult education, continuing education, and workforce development. The Dean will be responsible for the overall leadership and management of the division. The candidate should have a Ph.D. in a field related to the division's mission, a minimum of five years of administrative experience, and a strong commitment to the college's mission. The successful candidate must possess:

**LEADERSHIP:** The Dean must possess the ability to lead and inspire a diverse group of faculty and staff. The Dean must have a strong commitment to the college's mission and be able to articulate this mission to the broader community. The Dean must have a strong understanding of the needs and challenges of the Extended Education and Economic Development Division and be able to develop and implement effective strategies to address these challenges.

**MANAGEMENT:** The Dean must possess the ability to manage a large and complex organization. The Dean must have a strong understanding of the needs and challenges of the Extended Education and Economic Development Division and be able to develop and implement effective strategies to address these challenges. The Dean must have a strong commitment to the college's mission and be able to articulate this mission to the broader community.

**TEACHING AND SCHOLARSHIP:** The Dean must possess an earned doctorate and a strong record as a teacher and scholar. The Dean must have a strong understanding of the needs and challenges of the Extended Education and Economic Development Division and be able to develop and implement effective strategies to address these challenges. The Dean must have a strong commitment to the college's mission and be able to articulate this mission to the broader community.

**Search Committee:** The Search Committee will be composed of representatives from the faculty, staff, and the Board of Trustees. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

**Review of Applications:** The review of applications will begin on September 1, 1992. The review will continue until the position is filled. The review will be conducted by the Search Committee. The Search Committee will be responsible for the selection of the Dean. The Search Committee will be open to all qualified candidates.

**Salary:** The salary for the Dean will be commensurate with the candidate's qualifications and experience. The salary will be determined by the Board of Trustees. The salary will be open to all qualified candidates.

**Application Process:** Applicants must submit a detailed resume, a cover letter, and a completed application form. Please call or write for the application form. The position will remain open until September 1, 1992. Please send your application to: Personnel & Legal Affairs Department, Office of the President, Western Wisconsin Technical College, P.O. Box 88, Stevens Point, WI 54481.

## PALOMAR COMMUNITY COLLEGE DISTRICT

Palomar College, one of the largest community colleges in California, is located in San Marcos, California, which is 30 miles north of San Diego and only a short distance from the coast, the mountains, the desert and the excellent and traditional of nearby Mexico. More than 20,000 students are enrolled in more than 150 associate degree and certificate programs. The first two years of a bachelor's degree program and opportunities for life-long learning. Palomar welcomes nominations and applications for the following leadership position:

### DEAN, VOCATIONAL TECHNOLOGY

The Dean of Vocational Technology, a senior administrative position, reports to the Vice President for Instruction. The Dean is responsible for the planning, directing, budgetary and operational functions of the Division. The responsibilities of the position include establishing direction and leadership of the Division which includes the following programs: Cooperative Work Experience Education, Emergency Medical Education, Family and Consumer Sciences, Public Safety, Regional Occupational Programs (ROP), Trades and Industry, Vocational Programs and other specially funded program (e.g., Apprenticeship, Tech Prep, VETAE).

Minimum qualifications include a master's degree, one year of training, internship, or leadership experience in educational administration, post-secondary teaching experience, and work experience other than in education; demonstrated ability to understand and effectively lead in staff, curriculum programs and services; and understanding of and commitment to shared governance.

Position closes on September 16, 1992. For a position announcement and application materials, call PALOMAR COLLEGE, Human Resources Services, (619) 744-1160 or 744-1161 ext. 224. Send your application to the address. Our FAX number is 619-991-4317.

Palomar College is an Equal Opportunity/Affirmative Action Employer committed to racial, cultural and ethnic diversity. Applications from minorities and women are encouraged.

Phone: (619) 744-4317. Equal Opportunity Employer, M/F/H/V.

Working Conditions: The position is a full-time position. The position is a senior position. The position is a leadership position. The position is a management position. The position is a professional position. The position is a technical position. The position is a clerical position. The position is a support position. The position is a service position. The position is a business position. The position is a government position. The position is a non-profit position. The position is a for-profit position. The position is a public position. The position is a private position. The position is a voluntary position. The position is a paid position. The position is an unpaid position. The position is a full-time position. The position is a part-time position. The position is a seasonal position. The position is a temporary position. The position is a permanent position. The position is a contract position. The position is a freelance position. The position is a self-employed position. The position is an employee position. The position is an owner position. The position is a partner position. The position is a shareholder position. The position is a director position. The position is a officer position. The position is a trustee position. The position is a member position. The position is a volunteer position. The position is a consultant position. The position is a advisor position. The position is a coach position. The position is a mentor position. The position is a supervisor position. The position is a manager position. The position is a leader position. The position is a follower position. The position is a team player position. The position is a team leader position. The position is a team member position. The position is a team captain position. The position is a team coach position. The position is a team mentor position. The position is a team supervisor position. The position is a team manager position. The position is a team leader position. 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## DEB9.1



The Chronicle of Higher Education  
Bulletin Board  
1255 Twenty-Third Street, N.W., Suite 700  
Washington, D.C. 20037



## End Paper

## 'Beautiful Writing' From Mythical Cultures

**L**AST FALL Mary Dryburgh asked her advanced drawing class at the University of Tulsa to create a page of writing from "a culture that doesn't exist."

"The writings had to appear to make sense, to have some kind of logical flow," she said. "It was to appear as if there were some encoded information in there, if only the viewer knew how to decipher it."

The results, exhibited in the university library, became the inspiration for assignments in the creative writing and literature classes of A. G. Mojtabai and Isabella Matsikidze. The students wrote descriptions of the "writings" and the mythical cultures that had spawned them.

Now, some of the art work and descriptions have been reproduced in *Beautiful Writing*, a booklet published by the McFarlin Library at the University of Tulsa.

IT IS A SCROLL FROM ANCIENT ALPHOS. A country whose language and expression were musical, in our terms, and yet mute. There was no spoken language, only written. . . . The scroll, though old, is not scarred by time but rather by a "machine" which played the language. . . . As the paper passed through the strings of a harp-like device, musical notes were formed by the raised surface where the lines and rectangles were drawn in a hard waxy carbon-like substance. The result of pulling the scroll through rather quickly was music. One can tell which ideas were most dear to these people; truth is badly worn.

—Toni Ann Beach

MY NAME IS SERENA and I come from the land my people call Aloro. . . . Women designed our language. It is beautiful like the woman who created it. . . . She made our language look like rivers and flowers and grass and sky, and all things that are beautiful. It flows and dances across the page as if the wind were blowing. Our language is a reflection of the land.

—Dawn Becknell



ARTIST: GAIL LOWAY



CAROL STANTON

PHOTOGRAPH BY MARK MOORE

## Government &amp; Politics



## House Appropriations Bill: Education Department

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
<b>STUDENT ASSISTANCE</b>			
Fell Grants	\$5,460,000,000	\$6,037,037,000	\$8,586,470,000
Supplemental Grants	577,000,000	358,000,000	573,230,000
College Work-Study	615,000,000	454,000,000	806,850,000
Income-contingent loans	4,900,000	5,000,000	0
State Student Incentive Grants	72,000,000	0	71,280,000
Refugee Loans	156,000,000	15,000,000	263,340,000
Guaranteed Student Loans	2,638,812,000	2,930,158,000	2,930,158,000
Paul Douglas Teacher Scholarships	15,000,000	15,000,000	14,850,000
<b>GRADUATE SUPPORT</b>			
Patricia Roberts Harris graduate fellowships	17,600,000	0*	17,424,000
Robert C. Byrd honors scholarships	9,600,000	9,600,000	9,546,000
Joseph K. Javits fellowships	8,000,000	0*	7,920,000
Patricia Roberts Harris public-service fellowships	3,200,000	0*	3,168,000
Library participation graduate fellowships	6,000,000	0*	6,900,000
Area of National Need fellowships	28,000,000	0*	27,720,000
<b>INDIVIDUAL ASSISTANCE</b>			
Outgoing institutions aid for historically black colleges	111,700,000	111,700,000	110,694,000
Informant challenge grants	7,500,000	7,500,000	7,425,000
Reductional support	87,800,000	87,800,000	87,000,000
Cooperative education	14,000,000	14,000,000	13,900,000
<b>FACILITIES</b>			
College housing and academic facilities loans	3,600,000	3,500,000	3,500,000
Interest-subsidy grants	10,400,000	18,800,000	18,700,000
International education	40,000,000	40,000,000	44,500,000
Star School Clinical Experience	8,000,000	0	7,920,000
Women's Education Outreach	2,700,000	0	2,073,000
<b>BILINGUAL EDUCATION</b>			
Bilingual vocational training	3,000,000	0	2,970,000
Voluntary grants	30,000,000	30,400,000	30,000,000

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
<b>LIBRARY RESOURCES</b>			
Research libraries	\$5,900,000	\$0	\$5,800,000
Training and demonstration	300,000	0	300,000
College-library technology grants	6,400,000	0	8,340,000
<b>NO TO DISADVANTAGED</b>			
College-aid migrant programs	2,300,000	2,300,000	2,240,000
Legal Training for the Disadvantaged	3,045,000	3,045,000	3,015,000
Minority Institutions Science Improvement	8,000,000	6,000,000	5,940,000
Programs for disadvantaged students	385,100,000	412,000,000	381,300,000
<b>EDUCATION RESEARCH AND STATISTICS</b>			
Education research	71,000,000	115,000,000	70,290,000
Education statistics	47,300,000	63,600,000	83,000,000
<b>EDUCATION FOR THE HANDICAPPED</b>			
National Institute on Disability and Rehabilitation Research	81,000,000	68,400,000	81,000,000
Research and development	21,000,000	21,000,000	20,800,000
Personnel development	89,800,000	89,800,000	88,800,000
Rehabilitation training	36,700,000	36,700,000	36,700,000
Postsecondary programs	9,000,000	8,000,000	8,900,000
<b>MISCELLANEOUS</b>			
Adult education	287,300,000	303,800,000	309,600,000
Vocational education grants	950,000,000	990,500,000	980,800,000
Teacher training	253,900,000	281,600,000	258,900,000
Office for Civil Rights	53,800,000	61,400,000	66,900,000
Drug abuse education, prevention at colleges, schools	82,100,000	72,400,000	71,400,000
Fund for the improvement of Postsecondary Education	16,000,000	18,000,000	14,850,000
Student Literacy Corps	5,387,000	0	5,313,000
Women's educational equity	500,000	0	1,980,000
School, College, and University Partnerships	4,200,000	4,000,000	3,980,000

## Department of Health and Human Services

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
<b>SCIENTIFIC RESEARCH</b>			
National Institutes of Health Cancer Institute	\$1,951,541,000	\$2,010,439,000	\$1,998,818,000
Heart, Lung, and Blood Institute	1,191,500,000	1,245,396,000	1,228,465,000
Institute of Dental Research	159,057,000	168,742,000	163,269,000
Institute of Diabetes, Digestive, and Kidney Diseases	662,878,000	699,808,000	688,633,000
Institute of Neurological and Communicative Disorders and Stroke	581,847,000	615,190,000	605,100,000
Institute of Allergy and Infectious Diseases	960,914,000	1,010,845,000	990,055,000
Institute of General Medical Sciences	819,134,000	862,068,000	842,228,000
Institute of Child Health and Human Development	519,724,000	545,238,000	534,084,000
Eye Institute	270,300,000	285,133,000	279,102,000
Institute of Environmental Health Sciences	252,031,000	281,533,000	255,115,000
Institute on Aging	383,611,000	407,284,000	402,218,000

\* President Bush proposed that these programs receive no money, but he also proposed the creation of new programs to enhance the purposes of these programs.

	Fiscal 1992 Actual spending	Fiscal 1993 President's request	Fiscal 1993 Approved by House
<b>INSTITUTE OF ARTHRITIS, MUSCULOSKELETAL, AND SKIN DISEASES</b>			
Research Resources	\$203,913,000	\$214,829,000	\$214,819,000
Center for Nursing Research	314,561,000	330,231,000	314,351,000
Center for Nursing Research	44,970,000	48,568,000	47,383,000
Institute of Oceans and Other Communication Oceans	148,102,000	167,301,000	153,486,000
Center for Human-Genome Research	104,878,000	110,429,000	107,217,000
International Center	19,609,000	20,727,000	20,133,000
Library of Medicine	103,323,000	108,662,000	105,024,000
Total, NIH	8,932,000,000	9,378,000,000	9,211,000,000
NIH research, education, and prevention	1,968,000,000	2,089,000,000	1,980,000,000
<b>HEALTH RESEARCH AND TRAINING</b>			
Alcohol, Drug Abuse, and Mental Health Administration Research	982,622,000	1,018,000,000	980,795,000
Centers for Disease Control Occupational safety, health research and training	103,000,000	85,000,000	102,800,000

## The Higher Education Amendments of 1992

### Student Aid

#### Eligibility Rules

- Combines Pell Grant needs-analysis formula with the Congressional Methodology formula that is used for other programs to create a single formula for all programs.
- Changes "independent student" definition to require most unmarried students to be at least 24 years old to qualify as independent, eliminating a provision that allowed younger students to qualify if they had income of \$4,000 a year.
- Eliminates equity in home or farm from calculations of wealth.
- Adds state-approved tests to the pool of federally approved "ability to benefit" tests that students without high-school diplomas must pass to receive aid.

#### Federal Pell Grant Program

- Eliminates three-part formula for determining size of Pell Grant that currently limits grants at low-cost colleges to 60 percent of costs. Replaces the formula with a single rule that specifies grant is equal to maximum grant minus the family contribution determined through needs analysis.
- Authorizes a maximum grant of \$3,700 for the 1993-94 academic year; \$3,900 for 1994-95; \$4,100 for 1995-96; \$4,300 for 1996-97; \$4,500 for 1997-98.
- Increases the minimum grant to \$400, from \$200.
- Stipulates that half of funds in excess of \$2,400 a year should be awarded to pay for living expenses and the other half for tuition costs.
- Provides for a child-care allowance of \$750 to be included in Pell Grant calculations for eligible recipients.
- Extends eligibility for grants to students who attend college less than full time.
- Bans grants to incarcerated students facing death penalty or life in prison without possibility of parole.
- Limits grants for eligible prisoners to cost of instruction and on allowance for books and supplies, but not living expenses.
- Allows student-aid officers to increase size of Pell Grants for students in study-abroad programs when cost of program exceeds tuition at the home institution.
- Requires the Education Secretary to notify Congress "promptly" when funds are insufficient to finance grants.

#### Federal Supplemental Educational Opportunity Grant

- Reduces the federal share of the grants to 75 percent from 85 percent, thereby increasing the share that colleges must contribute.
- Maintains maximum grant at \$4,000, but allows for an additional \$400 for students in study-abroad programs that are more expensive than their college costs.
- Authorizes increased awards to institutions where at least half of the Pell Grant recipients graduate or transfer to four-year colleges, provided that appropriations for the program exceed \$700 million.

#### Federal Work-Study Programs

- Allows the Education Department to provide extra funds to institutions where less than half of the Pell Grant recipients graduate or transfer to four-year colleges, provided that the appropriation for the program exceeds \$700 million.
- Requires that all institutions, beginning in 1994, use at least 5 percent of their work-study funds for community-service jobs unless the Education Department believes the requirement would cause financial hardship for students.
- Requires the Education Department to reallocate unused funds to those colleges that have used at least 10 percent of their work-study funds for community-service jobs.
- Increases the amount by which students may exceed their work-study award to \$300, from \$200.
- Increases the federal share to 75 percent for the 1993-94 academic year, from 70 percent, thereby decreasing the portion that colleges must contribute.
- Eliminates federal payment of 90 percent for community-service jobs, and specifies that community-service employer may pay up to 40 percent of the institution's share of work-study funds.
- Authorizes the Education Department to allow institutions to use 10 percent of their work-study funds or \$50,000, whichever is less, to establish or expand a program that develops or locates jobs.
- Establishes a new "Work Colleges" program under which the federal government would pay half the cost of operating programs that are intended to integrate job opportunities into the curriculum.

#### State Student Incentive Grants

- Continues matching-grant program and increases maximum grant to \$5,000 from \$2,500.
- Specifies that students should not pay fees to application-processing companies to determine eligibility for the grants, but that such fees could be paid to the states.

#### Federal Perkins Loans

- Decreases the federal share from 90 percent to 82.4 percent in fiscal 1993 and to 66.7 percent in subsequent years, thereby increasing the amount that colleges must contribute.
- Redefines the way default rates are to be calculated, beginning in fiscal 1994.
- Increases loan limit to \$3,000 for undergraduates and \$5,000 for graduate students at eligible institutions and to \$4,000 and \$6,000 respectively for students attending institutions that have low default rates and that have agreed to increase their contribution to the program.
- Continues to allow cancellation of loans for borrowers who become nurses, medical technicians, teachers in shortage areas, or workers in family-service agencies.

#### Federal Family Education Loans

- Continues the Robert T. Stafford Federal Student Loan, Supplemental Loans for Students, and Parent Loans for Undergraduate Students programs.
- Increases Stafford loan limits to \$3,500 for undergraduates, \$5,500 for other undergraduates effective on July 1, 1993, and to \$8,500 for graduate students effective on October 1, 1993.

- Establishes total Stafford limits of \$23,000 for undergraduates and \$65,500 for graduate students, which includes debts they've incurred as undergraduates.
- Repeals the 8-percent rate on Stafford Student Loans for first-time borrowers in favor of a rate set annually on June 1 Treasury bills, with a cap of 9 percent.
- Reduces the interest rate on Supplemental Loans for Students to 3.1 points above the rate for one-year Treasury bills, with a cap of 11 percent.
- Reduces the interest rate on Parent Loans for Undergraduate Students to 3.1 points above the rate for one-year Treasury bills, with a cap of 10 percent.
- Eliminates \$4,000 limit on Federal Supplemental Loans for Students for freshmen and sophomores, increases limit to \$5,000 for other undergraduates, and to \$10,000 for graduate students.
- Specifies that undergraduates are permitted to borrow a total of \$23,000 under the supplemental-loan program and that graduate students are limited to a total of \$75,000, which includes their undergraduate debt.
- Eliminates \$4,000 limit on Federal Parent Loans for Undergraduate Students, but specifies that loans cannot exceed the difference between college costs and other forms of aid received.
- Requires that checks in the parent-loan program be made payable to the institution as well as to the parent.
- Establishes a 5-percent origination fee on supplemental and parent loans.
- Prohibits lenders from charging interest or collecting penalties on a loan until the loan check has been cashed or an electronic transfer has been completed.
- Requires that lenders offer borrowers the option of a graduated or income-sensitive repayment schedule.
- Eliminates provision that allowed married people who both have loans to pay a minimum of \$600 a year combined, rather than the \$600 a person required of single borrowers.
- Increases length of time on unemployed person who is seeking work can defer loan repayments to three years, from two years.
- Eliminates long list of reasons why borrowers may defer repayments and specifies that borrowers may defer payments for three years because of "economic hardship."
- Increases the minimum debt required to be eligible for a Federal Consolidation Loan to \$7,500, from \$5,000.
- Allows borrowers who marry to consolidate their loans, provided they agree to be held jointly liable if their marital status should change.
- Establishes Unsubsidized Stafford Loans for Middle-income Borrowers with the same loan limits and interest rate as need-based Stafford loans, but the government would not pay the interest on the unsubsidized loans while the borrowers are in college.
- Establishes a loan-origination fee of 6.5 percent to be deducted by the federal government from the unsubsidized loans, but bars guarantee agencies from charging an insurance fee.
- Requires the Education Secretary to study in fiscal 1995 defaults in the program during the previous two years to decide if the origination fee should be lowered.

- Requires that guarantee agencies use single application for regular and unsubsidized Stafford loans.

#### Federal Direct Loan Demonstration Program

- Creates program of loans made by the federal government through colleges and trade schools beginning on July 1, 1991, and terminating on June 30, 1995.
- Requires the Education Department to select a "cross-section" of institutions that have received a total of \$500-million in Stafford, supplemental, and parent loans in the most recent year for which data are available.
- Specifies that participating institutions cannot represent more than 15 percent of the guaranteed-student-loan volume of any guarantee agency.
- Requires the Education Department to select 35 percent of the program participants to offer income-sensitive repayments to borrowers.
- Specifies that higher-education institutions will not act as agents of the Education Department and must accept liability stemming from failure to perform its functions.
- Makes students at participating institutions ineligible for Stafford loans, supplemental, or parent loans.
- Requires the Education Department to issue at least five contracts for servicing direct loans.
- Requires the Education Department to make an annual report on the status of the demonstration project and the General Accounting Office to do a final report in 1998 that compares the operation of the program with a control group of similar size in the guaranteed-student-loan programs.
- Authorizes funds for administrative costs of \$10-million in fiscal 1993, \$17-million in 1994, \$37-million in 1995, \$54-million in 1996, and \$65-million in 1997.

#### Scholarships and Fellowships

- Continues the Hyrd Honors Scholarship Program to provide awards of \$1,500 a year to high-achieving high-school students.
- Continues the National Science Scholars Program to provide scholarships to high-school students interested in science.
- Reauthorizes the United States Institute of Peace and creates the Spark M. Matsunaga Scholarship Program to provide scholarships in international peace to high-school and college students.
- Creates a program to provide scholarships to athletes in college who are training at the United States Olympic Education Center or the United States Olympic Training Center.
- Continues the Paul Douglas Teacher Scholarship for outstanding high-school graduates who want to become teachers.
- Continues the Christa McAuliffe Fellowship Program for schoolteachers who take sabbaticals for study, research, or academic improvement.
- Continues the following graduate programs and increases the size of stipends to make them equal to National Science Foundation fellowships, which are now \$14,000.

—Patricia Roberts Harris Fellowship Program for women and minority-group members.

### Government & Politics

### Government & Politics

## What They Mean for Colleges and Students

—Jacob K. Javits Fellowship Program for graduate students in the arts, humanities, and social sciences.

—Graduate Assistantships in Areas of National Need fellowships in biology, chemistry, engineering, mathematics, and other fields.

—Creates the Faculty Development Fellowship Program of grants to colleges or higher-education groups to help minority faculty members or undergraduates finance the education they need to advance their careers in academe.

—Continues a program to provide annual grants to the Council on Legal Education Opportunity to help low-income, minority-group, or educationally disadvantaged college graduates pursue law degrees.

—Continues a program that provides grants to law schools to pay 90 percent of the cost of programs that provide students with clinical experience.

—Creates a program to provide grants to colleges or consortia of colleges to involve undergraduates who are female or are members of minority groups in research activities designed to interest them in graduate education.

#### Other aid programs

—Repeals the Income-Contingent Loan Program in existence on 10 campuses since 1986, allows the outstanding loans to be covered by Perkins Loans, and permits institutions to transfer any remaining funds to work-study, Perkins loans, or Supplemental Educational Opportunity Grants.

—Establishes a demonstration program under which the government would repay under the Stafford loans made after October 1, 1991, for borrowers who teach full time in storage areas, who volunteer for the Peace Corps or other non-profit agencies, or who serve as full-time nurses in public hospitals, rural health clinics, or nuclear facilities.

—Requires the Education Secretary to begin program to encourage employers to assist employees in repaying student loans through means that may include payroll deductions or cash assistance for loan payments.

—Creates a program that allows the Education Department to offer alternative repayment options to high-risk borrowers who request them.

—Creates the National Student Savings Demonstration Program to provide grants to five states to operate college-savings programs, which may include some contribution from the state and up to \$30 a child from the federal government.

—Continues the High School Equivalency Program and the College Assistance Migrant Program to educate migrant workers and their children about college opportunities and to help them succeed when they enroll.

—Repeals the Veterans Education Outreach Program, which provided grants to institutions that enrolled more than 100 veterans.

—Increases the authorization for payments to colleges that provide child-care services for disadvantaged students.

### New Spending Limits

Program	1992 Appropriation	1992 Ceiling
Pell Grant	\$2,400/year	\$3,700/year
Supplemental Educational Opportunity Grant	\$577,000,000	\$675,000,000
College Work-Study	\$618,000,000	\$800,000,000
Perkins Loans	\$171,000,000	\$250,000,000
Income-Contingent Loans	\$5,000,000	0
State Student Incentive Grants	\$72,000,000	\$108,000,000
Paul Douglas Teacher Scholarships	\$25,000,000	\$28,000,000
Christa McAuliffe Fellowship Program	\$25,000,000	\$20,000,000
Patricia Roberts Harris Fellowship Program	\$18,000,000	\$20,000,000
Jacob K. Javits Fellowship Program	\$8,000,000	\$30,000,000
Graduate Assistantships in Areas of National Need	\$28,000,000	\$40,000,000
Urban Community-Servicing Grants	\$8,000,000	\$20,000,000
Grants for Academic Facilities	0	\$350,000,000
National Early Intervention Scholarship and Partnership Program	0	\$200,000,000
Presidential Access Scholarships	0	\$200,000,000

\* New program

### Changes in application process and other procedures

—Expands the pool of people eligible to use a simple aid application to include those who file 1040A or 1040EZ federal tax forms, and whose families earn less than \$50,000.

—Requires the use of a single, free application for federal aid programs that may include up to eight questions that states may use to award state aid.

—Permits colleges and states to require a second application for state or institutional aid, but requires that fees for such applications be "reasonable."

—Specifies that aid is owned by the Education Department and that processors cannot enter exclusive arrangements with banks, guarantee agencies, or others without the Education Secretary's written approval.

—Requires the Education Department to develop within 240 days of enacting the law a re-application system that allows students to update data from the previous year without filing a whole new application.

—Requires preparers of aid applications to include their name, signature, address, Social Security number, and organizational affiliation on the application.

—Prohibits institutions from assessing late fees or other penalties against students whose loan checks are delayed because of the government's requirement that checks not be cashed until 30 days after the start of instruction.

—Requires eligible institutions to have refund policies that repay aid recipients for unearned tuition, fees, room and board, and other charges if they withdraw up to 60 percent of the way into the enrollment period.

—Decreases the default-rate threshold for making institutions ineligible for student loans to three consecutive years of default rates above 25 percent.

—Eliminates the requirement that borrowers older than 21 have a good credit record or a co-signer to receive loans.

—Requires that institutions allocate at least 5 percent of supplemental grants, work-study, or Perkins Loans to part-time students if their need level represents 5 percent of the institution's total need.

—Requires institutions that enroll "significant numbers" of part-time or independent students to use "a reasonable portion" of administrative fees received from the government to provide student-aid services at times and places that would be convenient for those students.

—Requires institutions that return more than 10 percent of their aid funds in a year to have their allotment reduced in the subsequent year.

—Provides that borrowers whose student-loan debts exceed 20 percent of their gross income may request and be granted the right to make payments or make smaller payments for 12-month intervals, not to exceed three years.

—Requires borrowers to be notified within 45 days if their loans are transferred, thus requiring them to make payments to a different party.

—Requires guarantee agencies to provide colleges with lists at a reasonable fee of former students who are delinquent in loan payments so the colleges may encourage them to repay their loans.

—Allows guarantee agencies to refuse to make loans to students if their institutions have student-loan default rates above 25 percent, have not participated in the loan programs for the previous 18 months, or are the subject of a suspension or termination proceeding—provided that the Education Secretary does not require the agency to make the loans.

—Requires the Education Department to offer income-contingent repayment schedules to borrowers whose loans have been assigned to the department for collection.

—Requires guarantee agencies to establish policies that allow defaulters to regain eligibility for student aid if they make six consecutive monthly payments on defaulted loans.

—Requires the Education Secretary to publish default rates for lenders, guarantee agencies, and servicers of student loans.

—Requires the Education Secretary to prescribe a standard loan application and promissory note as well as standardized forms for processing and servicing loans.

—Authorizes \$25-million in fiscal 1993 for the Education Secretary to reduce student-loan defaults by 5 percent from the prior year under a plan developed by the department.

—Requires employees of and consultants to postsecondary-education institutions, lenders, guarantee agencies, servicers, accrediting agencies, and state licensing boards to report to the Secretary any financial interest they may have in any other entity participating in the aid programs.

—Requires the Education Department to repay loans made after January 1, 1986, if the loan was falsely certified or if the borrower was unable to complete the program because the institution closed.

—Limits loan eligibility for foreign medical schools to those whose programs are approved by a state government or where Americans make up less than 40 percent of the student body and where at least 60 percent of its most recent graduates passed a specified test.

—Eliminates from the aid programs institutions that offer more than half of their courses as correspondence programs or who enroll more than half of their students in such courses.

—Eliminates from aid eligibility institutions that enroll more than a quarter of their students from prisons, but provides for a waiver if the students are at a non-profit institution and are pursuing an associate's or bachelor's degree.

—Eliminates from aid eligibility institutions that have filed for bankruptcy or whose owner or chief executive officer has been convicted of or pleaded guilty to improper use of federal aid funds.

—Makes proprietary schools ineligible for aid if they receive more than 85 percent of their revenue from federal-aid programs.

—Makes short-term courses ineligible for aid programs unless they meet quality standards to be developed by the Education Department.

—Makes students in correspondence courses ineligible for aid unless they are pursuing an associate's, bachelor's, or graduate degree.

—Permits aid officers to reduce aid for students in courses offered through telecommunications if the officers determine the cost is substantially lower than other courses.

—Specifies that students who are pursuing a second bachelor's degree or second graduate degree are eligible for aid.

—Requires the Education Department to match data with the Selective Service System to block aid to men who have not registered for the draft.

—Requires the Education Department to verify the Social Security numbers of all aid recipients and to terminate a student's aid if the number proves incorrect.

—Requires, to the extent practicable, that a guarantee agency insure that borrowers have only one lender, guarantee agency, or loan servicer for all their loans.

—Eliminates the requirement that the Education Department provide a recorded hearing for institutions that dispute the results of a department audit or program review, but allows the institution to record the hearing at its expense.

—Requires that an institution's aid programs be audited annually, not biennially.

—Increases penalties for student-aid fraud to a fine of up to \$20,000 and/or five years in prison and, for cases involving less than \$200, a fine of up to \$5,000 and/or a year in prison.

Continued on Following Page

## The Higher Education Amendments of 1992: What They Mean for Colleges and Students



One of the last steps of the 17-month reauthorization process, House and Senate members gather to draft the final version of the Higher Education Act.

### Continued From Preceding Page

■ Requires the Education Department to hold regional meetings with participants in student-aid programs during the process of developing student-aid regulations.

### Overview of Eligible Institutions

■ Retains the three requirements of state licensing, private accreditation, and federal certification for institutions participating in aid programs.

■ Requires each state to identify a single entity to be responsible for reviewing postsecondary-education institutions and authorizes \$75-million in fiscal 1993 for federal payments to the entities.

■ Requires states to review institutions identified by the Education Department that have met one or more of the following criteria:

1) Its default rate is greater than or equal to 25 percent.

2) Its default rate is greater than or equal to 20 percent and either more than two-thirds of its students receive federal aid or more than two-thirds of its expenditures are paid with federal aid.

3) More than two-thirds of its expenditures are paid with Pell Grants.

4) The Education Secretary has taken action against it in the past five years.

5) A finding in one of its two most recent audits required it to return more than 5 percent of its aid funds to the government.

6) The Education Secretary cited it for failing to submit audits in a timely fashion.

7) It has a year-to-year fluctuation of 25 percent in amounts received under the Pell Grant, Stafford loan, or supplemental-loan programs.

8) It has failed to meet financial-responsibility standards set by the Secretary.

9) It has had a change in ownership.

10) It is a non-public institution that has participated in student-aid programs for less than five years.

11) It is subject to "a pattern of student complaints" related to its management of student-aid programs or its misleading advertising or promotion.

■ Permits state entities to review institutions that the entities have "reason to believe are engaged in fraudulent practices."

■ Specifies that reviews conducted by state entities should, among other things, assure that institutions give students accurate information about courses and tuition, have standards of academic progress, comply with fire safety and health codes, have sufficient financial and administrative capacities, have adequate procedures for resolving student complaints, and have provisions for educating students if the institution closes.

■ Requires that state entities conducting reviews contract with a private accrediting association or another peer-review system to assess the quality of the institutions' courses, including the adequacy of the space, equipment, instructional materials, staff, and student support services.

■ Requires that accrediting agencies expand their reviews to include student loan default rates and compliance with student-aid rules, and to make public a summary of reviews that result in an institution's accreditation being denied, terminated, or suspended.

■ Requires that accrediting agencies be composed of one public member for every six members representing institutions accredited by the agency.

■ Bars the Education Secretary from establishing standards not included in the legislation, and prohibits the Secretary from basing decisions on approving agencies on standards that are not related to federal law.

■ Allows the Secretary to permit an institution to remain eligible while it searches for a new accrediting agency if the institution lost its accreditation or voluntarily withdrew because its religious mission conflicted with an accrediting standard not relevant to federal law.

■ Requires the Education Department to prescribe financial and administrative capacity standards that institutions must meet to be eligible for aid.

■ Requires every institution participating in aid programs to be considered for recertification within the next five years, with certifications lasting no more than four years.

■ Requires Education Department personnel to visit every institution that is to be certified or recertified and permits the department to charge the institution for the cost of the visit.

■ Requires the Education Department to establish a database that contains information about an institution that has been compiled by the department, state licensing agencies, guarantee agencies, accreditors, and the Department of Veterans Affairs.

### Requirements Not Related To Aid Programs

■ Requires institutions to report crime statistics for the two preceding calendar years on murder, sex offenses (forcible or nonforcible), robbery, aggravated assault, burglary, and motor-vehicle theft and to make students aware of crime-prevention programs and procedures for reporting crimes.

■ Requires institutions that offer athletic scholarships to report annually the revenues and expenses of their sports programs.

■ Requires that institutions disclose grants from a foreign source or contracts made with such a source if they total \$250,000 or more in a calendar year.

■ Allows colleges to release crime records maintained by their law-enforcement units.

### Federal Outreach and Student-Service Programs

■ Continues Trio programs for disadvantaged high-school and college students and imposes new minimum grant levels.

■ Requires the Education Secretary to notify applicants for Trio grants of a decision at least eight months before their programs are to begin.

■ Bars the Education Secretary from requiring a separate director for any of the Trio programs if doing so would hinder coordination among the programs.

■ Requires that at least one-third of disabled students in the Student Support Services program on a campus be low-income individuals.

■ Creates the National Early Intervention Scholarship and Partnership Program to help states operate programs that educate low-income schoolchildren about college and that provide them scholarships if they attend college.

■ Requires that the early-intervention scholarships be equal to the maximum Pell Grant or 75 percent of the in-state costs of four-year public universities, whichever is less.

■ Requires that recipients be less than 22 years old and have received a high-school diploma or its equivalent after Jan. 1, 1993.

■ Creates Presidential Access Scholarships for students who are eligible for Pell Grants, have completed college-preparatory programs, and have demonstrated academic achievement.

■ Specifies that a Presidential scholarship be equal to one-quarter of a student's Pell Grant at \$400, whichever is greater.

■ Requires that a scholarship recipient be in a two-year college program and have completed the following courses in high school: four years of English, three years of science, three years of mathematics, three years of history (which may include one of social studies), and either two years of a foreign language or one year of computer science and one year of foreign language.

■ Requires that scholarship recipients be ranked in the top tenth of their high-school class or have participated for at least 36 months in early-intervention program.

■ Creates Model Program Community Partnership and Counseling Grants for local education agencies that work with businesses, labor organizations, or community groups to counsel schoolchildren about college admissions requirements, admissions procedures, and student-aid opportunities.

■ Requires the Education Secretary to award a contract to create a computerized database of all public and private student-aid programs that would be accessible to schools and libraries using telephone lines.

■ Continues the toll-free telephone line that the Education Department operates for students or parents with questions about student aid.

■ Establishes the Early Awareness Information Program to use advertising and other means to encourage people to attend postsecondary institutions and to make them aware of student-aid opportunities.

■ Authorizes the Education Secretary to contract with companies that process student-aid applications to process a pre-eligibility form at no cost to students that would advise them of how much aid they could expect to receive when they attend college.

■ Creates a program to provide two-year grants to local educational organizations to educate teachers, principals, and student-aid procedures so that they may counsel students.

### Institutional Aid

■ Continues a grant program for institutions that enroll a large proportion of needy students.

■ Creates a program to provide grants to institutions where Hispanics represent more than one-quarter of the undergraduate enrollment.

■ Continues grant programs to strengthen historically black colleges and universities.

■ Adds the following institutions to the list of those eligible for aid to historically black graduate schools: Alabama A&M University, Florida A&M University College of Pharmacy and Pharmaceutical Sciences, Hampton University, Jackson State University, Morgan State University, North Carolina A&T University, North Carolina Central University School of Law, Southern University School of Law, Texas Southern University School of Law and College of Pharmacy and Health Sciences, University of Maryland Eastern Shore, and Xavier University of Louisiana College of Pharmacy.

■ Continues the Endowment Challenge Grant program to provide federal matching grants to encourage institutional fundraising.

### Facilities

■ Creates a program to provide state with matching funds that they are owed on a competitive basis to institutions seeking to improve academic and library facilities, but declares ineligible any institution that has received a direct, non-competitive award from the federal government within the two preceding fiscal years.

■ Creates a program that provides guarantees on loans received by historically black colleges for the repair or renovation of campus facilities, but specifies that the government will not guarantee more than \$375-million at a time, of which \$238-million may be for private black colleges and \$125-million for public black colleges.

■ Consolidates a loan program for academic facilities and a loan program for housing facilities.

### Teacher Education

■ Creates a program to provide grants to state education agencies for teacher-education efforts, and provides that the size of the grant be determined by the state's portion of the nation's 5-to-17-year-olds and its portion of Chapter 1 funds for disadvantaged children.

■ Establishes at least one, and as many as three, National Teacher Academies to help teachers stay up to date in each of the following subjects: English, mathematics, science, history, geography, civics and government, and foreign language.

■ Creates a Teacher Corps Program to help states provide three-year scholarships of up to \$5,000 a year to highly qualified individuals who are interested in teaching, and to direct them to jobs in schools where student achievement is poor and poverty is severe.

■ Creates a teacher-certification program to provide grants to states to develop or expand programs that enable "qualified professionals who have demonstrated a high level of subject area competence" become certified to teach.

■ Creates a demonstration program to provide grants to local school districts to pay half the cost of demonstrating ways to reduce class size.

■ Creates a middle-school demonstration program to provide grants to colleges and universities to develop model programs for training or retraining teachers who teach grades six through nine.

■ Creates a program to help states provide scholarships and other aid to minority school employees who want to become teachers.

■ Creates a program to help states or local agencies provide tutoring, counseling, and other services that are intended to prepare minority high-school students for teaching careers.

■ Creates a program to help colleges support teacher-education programs that led to the placement of teachers in schools where minority children account for at least half of the population.

■ Creates the National Mini Corps Program to provide grants to colleges to encourage low-income and first-generation students to tutor and counsel disadvantaged schoolchildren.

■ Creates a program to provide grants to consortia of colleges and schools to improve foreign-language and area-studies instruction in schools.

■ Creates a program to provide grants to colleges or education agencies to encourage the use of technology in teaching foreign languages in elementary or secondary schools.

■ Creates a program to provide grants to states with fewer than 1,100,000 residents to develop model programs for education reform and teacher training.

■ Creates a program to award grants to colleges to develop model faculty-development programs that are designed to show high-school teachers and college faculty members how to teach students with disabilities.

■ Creates a program to award grants to colleges to enable them to prepare students for work in preschool programs or as counselors for young children who have been affected by violence.

■ Creates a program to provide grants to states to improve the education of staff members working in early-childhood development.

■ Authorizes the Education Department to contract with entities to develop a national or regional job bank for teachers.

■ Authorizes the Education Department to make grants to consortia of college districts and colleges to provide training for "school-based decision makers."

■ Reauthorizes the National Board for Professional Teaching Standards.

### International Education

■ Continues a program that provides grants to universities that operate centers for research on foreign language or area studies.

■ Continues a program that provides grants to universities that operate Language Resource Centers that are intended to improve the teaching of foreign languages.

■ Continues a program that pays half the cost of undergraduate international-studies and foreign-language programs.

■ Continues a program that provides grants to colleges that operate Intensive Summer Language Institutes for advanced foreign-language students or for teachers of foreign languages.

■ Continues a program that assists colleges and non-profit libraries to acquire periodicals and other research materials published outside the United States.

■ Creates a program of grants to campuses for international business centers that provide research and instruction that is intended to improve the nation's international competitiveness.

■ Continues a program that provides grants to colleges to foster links with the business community for purposes of educating business owners and improving the college's international curricula.

■ Creates an Institute for International Public Policy at a historically black college to be selected by the Education Department. The institute would be designed to increase the number of blacks and other minority-group members in international service by encouraging study abroad, language training, internships, and graduate work.

### Libraries

■ Repeals the College Library Resources program that provided grants to institutions where library spending was below average.

■ Continues the College Library Technology and Cooperation Grants program to provide grants of up to \$25,000 to libraries or consortia of libraries to support acquisition and sharing of technology.

■ Continues the Library Education and Human Resource Development program to provide grants to libraries or library organizations for professional development programs and for research on improving libraries.

■ Continues a program to provide grants to "major research libraries" to make them more accessible to scholars.

■ Creates a program to provide aid to historically black colleges and others with large numbers of minority students to strengthen their library and information-science programs.

### Miscellaneous Programs

■ Reauthorizes the Tribally Controlled Community Colleges Act.

■ Continues a cooperative education program to provide grants to colleges that encourage work experience for students.

■ Continues the School, College, and University Partnerships program to provide grants to partnerships that help educate secondary-school students.

■ Creates the Articulation Agreement program to provide funds to states to promote agreements that help students at two-year colleges transfer to four-year institutions.

■ Creates a program to provide funds to partnerships involving colleges, local governments, and public-television stations to encourage the use of telecommunications to educate disabled college students and others.

■ Creates the Women and Minorities Science and Engineering Outreach Demonstration Program to provide matching grants to colleges to work with elementary and secondary schools in attracting female and minority-group students to undergraduate and graduate science and engineering programs.

■ Creates the Dwight D. Eisenhower Leadership Program to provide grants to colleges to teach leadership skills and to provide for internships in national and international organizations.

■ Continues Urban Community Service Grants to provide urban institutions with matching grants to work with private and civic organizations on solutions to urban problems.

■ Continues the Innovative Projects for Community Service program to provide grants to colleges to support community-service activities.

■ Creates the Literacy Corps Program and the Mentoring Corps Program to provide grants to colleges to establish for-credit courses in which students are required to provide literacy training for disadvantaged children and their parents or to act as mentors to disadvantaged children.

■ Creates a program to award a grant to a consortium of colleges to operate the National Center for the Workplace for research on problems in the workplace.

■ Authorizes the Education Department to award a grant for a National Clearinghouse for Postsecondary Education Materials that would make educational materials available to students with disabilities.

■ Creates the Education Department to make grants to colleges to help them develop and distribute information about disciplinary policies regarding sexual offenses and about aid available to victims.

■ Creates a program to enable states to reimburse needy students for the cost of taking Advanced Placement tests.

■ Allows colleges and universities to agree with each other to award aid based on need and to adopt "defined principles of professional judgment for determining student financial need."

■ Requires the Education Secretary to create within six months the post of Liaison for Community and Junior Colleges and to appoint someone who has graduated from and worked for a two-year college.

### Committees and Commissions

■ Reauthorizes the Fund for the Improvement of Postsecondary Education and requires it to finance grants to colleges to improve international exchanges and campus climate and culture.

■ Reauthorizes Congress's Advisory Committee on Student Financial Assistance and requires it to study the impact of the reauthorization bill and ways to simplify the student-loan programs.

■ Reauthorizes the National Advisory Committee on Accreditation and Institutional Eligibility.

■ Establishes the National Advisory Committee on Institutional Quality and Integrity to be composed of 15 members knowledgeable about postsecondary education who will be charged with assessing the procedures by which institutions become eligible for student aid.

■ Establishes a nine-member National Commission on Independent Higher Education to report within three years on state and federal policies that affect private colleges.

■ Establishes a 12-member National Commission on the Cost of Higher Education to report within two years on tuition trends, and to develop a standardized form for reporting annually the administrative, instructional, and capital costs of colleges.

### Studies

■ Requires the Education Department to report on the following subjects:

■ The role of guarantee agencies in student loans.

■ The advisability of statutorily protecting officials of accrediting agencies that are evaluating institutions for federal aid eligibility.

■ The number of students who refuse to repay their loans because an institution defrauded them.

■ Programs designed to make higher education more accessible to non-traditional students.

■ How student aid is coordinated with other federal benefit programs.

■ Factors that affect the college-going rates of disabled students, minority-group students, and other at-risk groups.

■ The effectiveness of programs that guarantee schoolchildren aid for postsecondary education.

■ The quality of information that it now collects about graduate education.

■ The extent to which asbestos, radon gas, and lead in drinking water are problems on college campuses (with the help of the Environmental Protection Agency).

■ The use of Pell Grants by prisoners.

—COMPILED BY THOMAS J. DELLOUGHAY



## Reauthorization Act Says Accreditors Must Monitor Student-Aid Compliance

*Continued From Page A13*  
The bill, which would probably increase in coming years, would require that the new requirements they would face under the legislation. Kenneth Perrin, president of the Council on Postsecondary Accreditation, said he was "extremely pleased" with

**The student-aid legislation also contains provisions to resolve an accreditation controversy over the use of "diversity standards."**

the bill—particularly compared with the initial proposals to exclude regional accrediting groups from the student-aid system.

"Reason prevailed and Congress realized that accreditation is an important part of the higher-education scene," Mr. Perrin said.

### Not 'Unnecessarily Onerous'

As to the requirements on student-aid defaults, Mr. Perrin said that it was reasonable for Congress to state that it wanted more attention paid to a particular issue. "We are going to have to do business slightly differently in the future, but that's o.k.," he said.

Charles M. Cook, director of the Commission on Institutions of Higher Education of the New England Association of Schools and Colleges, said he had "some concern" about the provisions on defaults, but did not see the requirement as "unnecessarily onerous."

Mr. Cook noted that many default figures issued by the Education Department in the past had had to be corrected later, and that he did not want accrediting teams to be issuing reports based on inaccurate data. He also said that the regulations on the new law, which will be issued by the Education Department, could alleviate any problems by stating that default rates alone should not be used to deny accreditation to a college.

### 'Diversity Standards'

The student-aid legislation also contains provisions to resolve an accreditation controversy over the use of "diversity standards" by accrediting groups. Education Secretary Lamar Alexander battled Middle States for two years over its use of the standards, under which colleges were evaluated on how well they recruited and retained minority students and faculty members. The association has since made its entire diversity policy optional.

Mr. Alexander has said that diversity standards encourage the use of quotas and may discriminate against colleges that, for religious reasons, do not want to recruit

women for certain positions. Middle States officials have accused the Secretary of distorting their standards, which they have defended as necessary to insure that colleges educate students from a variety of backgrounds.

### Something to Both Sides

The reauthorization bill gave something to both sides of the debate. The legislation would bar the Education Secretary from imposing new standards on accrediting associations, as Middle States contended Mr. Alexander was trying

to do by questioning its policies. Further, the legislation states that accrediting agencies may have standards that are not required by the federal law.

In a gesture toward religious colleges, however, the bill states that such institutions can maintain eligibility for federal programs if they must leave an accrediting body because that group's rules conflict with the college's religious philosophy—provided that the college looks for another accrediting agency that is recognized by the department.

The legislation also would appear to insure continued debate about the proper role of accrediting agencies and the Education Department in monitoring the compliance of colleges with student-aid rules.

The bill creates a new panel, the Committee on Institutional Quality and Integrity, that will consist of 10 people appointed by the Education Secretary "to assess the process of eligibility and certification" for participating in federal student-aid programs, and to make recommendations for reform.

## Government & Politics

## Give & Take

A donor to the University of Houston says he has learned that \$3.4-million speaks louder than \$2-million. So he asked for \$4.5 million.

In May 1991, LeRoy Melcher, a Boston investor, promised \$2-million toward the cost of a new building for the on-campus organization, which now occupies cramped quarters. The new building would have large offices and meeting rooms and was expected to cost about \$5-million.

Then, last fall, John and Rebecca Houston gave the university \$3.4-million, with \$2.5-million earmarked for new athletics and recreation center. Soon after, the university deduced the alumni organization would be housed in the new state-of-the-art center and scrapped plans to separate alumni offices.

The new plan, however, angered Mr. Melcher, a 1933 alumnus who says he has given the campus more than \$5-million over the years.

"I don't think much of anyone making a deal—and then making another deal when someone else with more money comes along," Mr. Melcher says.

The university returned \$1-million he had already paid on his \$2-million pledge. Asked in an interview if the incident will affect his future donations to the campus, Mr. Melcher didn't say Yes or No. But he did stress other places to which he plans to give money.

University officials say the campus had problems raising enough money to pay for the alumni building. Mr. Melcher's gift was all that had been designed for the project.

The gift from the Melchers, on the other hand, could easily cover the cost of incorporating the alumni offices in the new center, they say.

"Mr. Melcher's done a lot of good for the university over the years," says Richard A. Levy, director of communications for the Houston system. "It's a shame this had to happen."

Looking to capitalize on the popularity of its afloat leader, the University of California at Berkeley has made Chancellor Chang-Lao Tien the star of its latest fund-raising appeal.

Seeking \$13-million in unrestricted gifts for a fund known as the Chancellor's University Fund, the Berkeley campus has sent brochures and letters to alumni and friends that describe Mr. Tien's efforts to improve undergraduate education and help the institution remain accessible despite deep cuts in state support.

One brochure features a cover picture of the beaming chancellor beneath the title, "Q. Who's making sure that Cal stays affordable? A. Chancellor Tien."

University officials say the appeals are designed not to promote the chancellor personally, but to take advantage of his reputation around the state and on the campus. Mr. Tien has taught at Berkeley since 1959.

## Business & Philanthropy

## 60% of All Colleges Hit by Cuts in Operating Budgets, Survey Shows

Many raise tuition, freeze hiring, or delay repairs

By Julie L. Nicklin

THE MOST SEVERE financial pressures in a decade were the dominant concern of higher-education leaders last year as they scrambled to keep their institutions fiscally stable.

Nearly 60 percent of all colleges and universities experienced cuts in their operating budgets in 1991-92, forcing many to raise tuition, freeze faculty hiring, offer fewer sections of courses, or delay building repairs.

Those findings come from a report of a survey, *Campus Trends, 1992*, released last week by the American Council on Education. The survey, which is conducted annually, tracks academic and administrative changes at colleges and universities.

Administrators of 411 institutions responded to the survey, which covered issues ranging from financial problems to student conduct to faculty hiring. The results were then adjusted statistically to represent nationwide trends.

Administrators at only 36 percent of the nation's colleges and universities rated their institutions' financial health as "excellent" or "very good."

"Most colleges and universities are reeling under the strain of these days," said Elaine El-Khawass, the council's vice-president for policy analysis and research, who conducted the survey. "It's very serious when the majority of higher-education institutions are having financial problems at the same time."

### Public Colleges Feel the Brunt

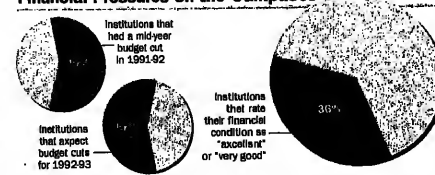
Public colleges have felt the brunt of the recession more than their private counterparts, the report says.

Nearly 80 percent of all four-year public institutions worked in 1991-92 with operating budgets that were the same as, or lower than, those of the previous year. In contrast, only 33 percent of all private institutions worked with reduced budgets in the same period. In fact, the report says most private colleges increased their budgets by 5 to 10 percent.

Administrators at both public and private colleges fear that if the financial problems continue, institutions will not be able to afford as much faculty research as in the past, that their institutions' growth will slow, and that more money will have to go to financial aid to make sure that students can afford a college education.

The budget problems aren't keeping students away, however. Last fall, higher education experienced a record high enrollment of 14.2-million students, the report says. Over the past five years, two-year colleges experienced the greatest growth, with 9 out of 10 reporting increased enrollments. And the number of students over

### Financial Pressures on the Campuses



### SHORT-TERM IMPACT

	Total	Public 2-year	Public 4-year	All private
Most frequently cited responses:				
Increased student fees	65%	67%	81%	55%
Achieved greater efficiency in some operations	58	55	50	68
Postponed spending for buildings and equipment	57	61	66	47
Re-allocated resources productively	46	48	40	47
Reduced library acquisitions	40	38	58	34
Increased class size in introductory courses	37	45	52	21
Imposed a freeze on hiring in regular faculty positions	35	45	48	17
Reduced administrative staff	35	29	48	34
Reduced number of courses or sections	33	33	49	25
Delayed or reduced salary increases	32	32	38	31
Held off on introducing new programs	32	46	43	10
Provided no salary increases for administrators and staff	30	37	48	14
Made new, creative decisions	28	23	27	35
Provided no salary increases for faculty members	27	32	42	13

### POSSIBLE LONG-TERM IMPACT

	Total	Public 2-year	Public 4-year	All private
Most frequently cited responses:				
Increased reliance on tuition revenue	50%	82%	59%	30%
Re-allocation of resources among departments	48	57	57	31
Labs and equipment will be more delayed	47	60	55	24
More maintenance will be deferred	46	59	58	22
Slower expansion of new technology	44	53	45	31
More programs will be revenue generating	37	39	26	42
Slower growth than planned	35	46	33	24
More institutional money for student aid	27	15	15	50
Fewer programs and courses	26	30	30	14

Note: The figures are based on responses to a survey sent to senior administrators at 510 colleges and universities in the United States. The response rate was 81 percent.

Source: American Council on Education

the age of 25 continued to grow on most campuses.

Ms. El-Khawass said the findings also showed that the decline in the number of high-school graduates had not hurt college enrollments as much as some had predicted.

### 'Beginning of a Turnaround'

In 1991-92, more than half of all institutions admitted a larger freshman class than they had the previous year. The higher enrollment followed two years in which the number of institutions reporting increases in freshman had dropped, the report says.

Ms. El-Khawass said most of the new freshmen were of traditional college age.

"That's a signal of the beginning of a turn-around," she said.

But as more students entered college, hiring freezes and layoffs provoked by budget constraints reduced faculty size. About 20 percent of the colleges said they had cut full-time faculty numbers, up from 5 percent in 1990.

The survey indicates, however, that the trend will reverse. Over half of all institutions expect to step up their faculty hiring, largely because of retirements and increased enrollments.

Copies of the report are available for \$13, prepaid, from the ACE, Division of Policy Analysis and Research, One Dupont Circle, Washington 20036.

## GIVE YOUR RETIREMENT PLAN THE VANGUARD NO-LOAD, LOW-COST ADVANTAGE



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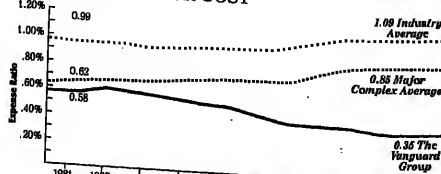
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**THE Vanguard GROUP**  
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## Accounting Board Agrees to Soften Standards for Non-Profit Groups

By GOLDIE BLUMENSTYK  
The independent body that is developing accounting standards for non-profit organizations has agreed to soften some proposed guidelines that had alarmed private colleges and other non-profit groups.

But the body, the Financial Accounting Standards Board, appears to be sticking with other regulations that could make record-keeping more cumbersome for institutions and perhaps discourage donors from giving.

In a key concession to museums and colleges, the accounting board agreed that it would not ask such institutions to include on their financial statements the dollar values of the art works, historical treasures, and other assets that they hold in collections or libraries.

Museums and colleges had complained bitterly about the art valuation proposal, contending that it would cost them billions of dollars to appraise every oil painting or work of art they owned, and that having

such items appear as assets on the books would give an inflated and misleading impression of an institution's wealth.

"That would have been an absolutely silly and unnecessary" requirement, said Richard F. Rosser, president of the National Association of Independent Colleges and Universities.

The board has also clarified that services donated to a non-profit organization need only be recorded as assets if the services would normally be provided by a paid professional.

### 'Fuzzy Enough'

Robin Jenkins, director of the Financial Management Center for the National Association of College and University Business Officers, said an earlier version of the do-not-ask-for-art rule "was fuzzy enough" to sow confusion among college administrators. Some colleges feared they would have to determine a value for the time spent by volunteers on admissions and

fund raising and record that as part of their institutions' assets.

The new proposals were agreed upon in principle by the seven-member accounting board at meetings in June and July. The board is expected to publish a complete draft of its new rules by October. Institutions will then have 120 days to comment. Ronald J. Bossio, the board's manager of the not-for-profit project, said the board would probably ask institutions to begin applying the rules in fiscal years beginning after December 15, 1994.

Mr. Bossio said the accounting board's goal was "to bring greater comparability to the non-profit sector."

Mr. Rosser and others said the new rules would still be an administrative burden to institutions—particularly rules that require institutions to record pledges as assets rather than when they are paid.

They praised the board for narrowing its definition of a pledge to only those promises that would be legally enforceable. But they also feared that the new definition would create confusion because states have varying standards for determining enforceability.

"This puts a burden on a school to figure out what is the state law," said Ms. Jenkins of the business officers' association.

Frederick Nahm, vice-president for development and university re-

lations at the University of Pennsylvania, said the requirement could also add an awkward legalistic tone to relationships between donors and institutions.

Also, said Mr. Nahm, donors might be reluctant "to go out on a limb and make a pledge" if they were unsure they could pay it off, because the college would then have to show the unfilled pledge on its books as a bad debt.

Mr. Nahm said he was pleased that the board now seemed prepared to allow institutions to classify gifts to be paid off over several years differently from other gifts.

"If they're going to recognize that these aren't all collectible, it takes a lot of the concern away," he said.

The proposals are also expected to include rules that will affect how non-profit groups spend restricted gifts and how they account for other investments that are not designated for a specific purpose.

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## Business & Philanthropy

UCLA to Mauge Museum and Art Collection of the Late Industrialist Armand Hammer

The University of California at Los Angeles says it has struck a deal to manage the art collection of the late industrialist Armand Hammer—along with the museum he built to show those holdings.

If the agreement is approved, UCLA would start managing the Armand Hammer Museum of Art and Cultural Center in 1993. The museum, which opened just before Mr. Hammer's death in 1990, features paintings by John Singer Sargent, Rembrandt, and Van Gogh.

The agreement would run for 99 years, subject to several termination options. The Hammer museum is about a block from UCLA.

Along with its current \$300,000 arts-exhibition budget, UCLA would have access to \$2.5-million

to \$3-million from the museum's endowment for annual operating costs. The endowment was provided by the Occidental Petroleum Corporation, the company that Mr. Hammer founded and ran, and that also paid for the \$60-million museum after his death.

Mr. Hammer decided not to donate his collection to the Los Angeles County Museum of Art.

The agreement would protect UCLA from claims arising from prior legal action. Some Occidental stockholders had challenged the building of the museum, and although their claims were resolved before the museum opened, another lawsuit—filed by a niece of Mr. Hammer's who is trying to claim ownership of his art—is pending.

—GOLDIE BLUMENSTYK

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## Note Book

More than 1,000 students at the University of California at Berkeley signed a petition demanding that the university reopen an abortion clinic.

The university hospital managed the clinic until 1989, when the students who performed abortions died. The university has been unable to find a doctor who will perform the procedure and provide follow-up care, says Steve Lustig, associate director of the university health service.

Students say it would be more convenient if the procedure were performed on the campus. "We understand it is not easy to find physicians who are willing to perform abortions in the current socio-political climate, but nonetheless urge that one be found to provide this service as soon as possible," wrote leaders of Berkeley Students for Choice in a letter accompanying the petition.

The health center still provides pregnancy testing and counseling, abortion-referent services, and follow-up care.

Mr. Lustig says the center's officials are still trying to find doctors who would be willing to perform abortions and provide follow-up care on the campus.

Furthermore, he says, they are doing a feasibility study to determine whether abortions performed on the campus would be affordable as well as convenient.

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## Students

### Minority Students Get Help in Seeking Advanced Degrees

Program encourages them to become high-school or college teachers

By Kristin Lieb



Kelly Wise, director of the Institute for the Recruitment of Teachers: "Too many kids are defeated by a system they don't understand."

ANDOVER, MASS. — GONZALO S. ZABALLO, who has spent four years at the College of the Holy Cross as "an angry time."

One of ten Latino students in the class of 1992, he says white students suspected he had been accepted as a result of lower admissions standards designed to fill a quota for minority students.

He grew bored reading about Western culture and white men. In four years, only two of his professors were members of minority groups. At times, he says, he was frustrated enough to consider leaving.

Mr. Zaballo says his frustration fueled his interest in college teaching and in a program being held here this summer at Phillips Academy.

"I want to teach because the only way to foster peaceful and effective change is in the classroom," he says.

The Andover program encourages minority students to seek advanced degrees and to become high-school or college teachers. The summer session, which lasts

four weeks, is the centerpiece of a year-long program called the Institute for the Recruitment of Teachers. The institute was designed in response to the death of minority students who earn master's degrees and Ph.D.'s.

"A Lackluster Pursuit"

According to National Research Council survey for five federal agencies, 10.4 percent of the 24,721 Americans who earned doctoral degrees in 1991 were members of minority groups. Although the number of minority students earning Ph.D.'s grew slightly from 1990, the number is still low, and the issue worries educators.

Kelly Wise, the director of the institute here, says minority students need extra help in seeking advanced degrees because so many factors work against them.

"Too many kids are defeated by a system they don't understand," he says. He also blames colleges for the small number of minority-group members who hold ad-

vanced degrees. "Colleges say they want to recruit minorities, but it's a lackluster pursuit."

Mr. Wise, who has taught English at Andover for 26 years, is assisted at the academy by eight faculty members. He says he selects students, preferably college seniors, who "suggest they would be thriving in the classroom, welcoming to students, and willing to step forward as role models."

He adds: "Unless minority students are lured into fields of education and graduate study, by 1995 the recruitment problem will reach crisis dimensions."

Nineteen colleges and universities, most of them on the East Coast, make up a consortium that offers financial support to the institute. The higher-education institutions also agree to give special consideration to the program's participants who apply to their graduate schools. Since it began two years ago, each of the 46 graduates of the institute who applied to graduate school has been accepted and offered full-tuition grants by one of the 19 colleges and universities.

"Models of Educational Leadership"

Kathleen Camara, an associate professor of education at Tufts University, a consortium member, says institutions must play an active role in recruiting people from all levels of society. "The majority of students in public schools after the year 2000 will be people of racially and culturally diverse backgrounds," she says. "It is important to provide models of educational leadership who will represent and be sensitive to the concerns of these students."

Mr. Zaballo is one of 41 undergraduates or recent college graduates who are taking part in the institute this year. The students are African American, Latino, or American Indian, and most attend or graduated from colleges and universities on the East Coast.

In 1990, its first year, the program included 17 students. Mr. Wise created it with donations from former students and

Continued on Following Page

## PRIVATE GIVING TO COLLEGES

CHRISTIAN A. JOHNSON  
ENDOWMENT FOUNDATION  
1050 Park Avenue  
New York 10128

Teaching. To improve teaching: \$40,000 to Harvard and William Smith Colleges.

CEP CHEMICAL COMPANY  
FOUNDATION  
3778 Building, Midland, Mich. 48674

Teaching. To teach future science teachers how to use computer technology in the classroom: \$500,000 to Central Michigan University.

EXXON EDUCATION FOUNDATION  
226 East John W. Carpenter Freeway  
Irving, Tex. 76062-2208

Teaching. To improve science teachers' knowledge of technology: \$152,915 to Massachusetts Institute of Technology.

ANDREW W. MELLON FOUNDATION  
140 Elm 62nd Street  
New York 10023

Curriculum. For the program in science, ethics, and public policy: \$400,000 over three years to California Institute of Technology.

International education. To continue business-education project at Jagiellonian U. (Poland): \$107,000 to U. of Hartford.

Teaching. For programs to improve teaching and learning: \$200,000 to Colby College.

ALFRED P. SLOAN FOUNDATION  
630 Fifth Avenue  
New York 10111-0242

Business. For a research project, "The Changing Purpose of the American Corporation": \$100,138 to Boston U.

History of technology. To develop a new American history textbook that will include the history of science and technology: \$200,000 to Massachusetts Institute of Technology.

For an oral history of women engineers: \$185,171 to Research Foundation of State U. of New York.

Industry. For research on the development of a supply system for the automobile industry: \$298,800 to U. of California at Los Angeles.

For a center for the study of the financial-services industry: \$3.4-million to U. of Pennsylvania.

Manufacturing. For research and applications of new statistical methods for quality and design: \$405,217 to U. of Wisconsin at Madison.

Minorities. For a program to improve the graduation rate of minority-group students in the field of engineering and mathematics: \$600,000 to U. of Minnesota at Urbana-Champaign.

### GIFTS & BEQUESTS

Breslow College. For programs of faculty development: \$500,000 from the estate of Helen D. Hirt.

Dartmouth College. For renovation of the Department of Mathematics and Computer Science: \$3-million from Jeffrey P. Tiedman.

Everett Community College. For library: a corporate library valued at over \$100,000 from Security First Bank.

Fordham University. For professional development: \$150,000 from the estate of Thomas F. X. Muller.

Kuwait State University at Naton Rouge. For clinical trials on the cure of cancer: \$150,000 from Claude B. Pennington.

North Carolina State University. For research and extension on turkeys: \$200,000 from the estate of Thomas F. X. Muller.

Phillips College. For scholarships: \$104,000 from the estate of J. Bernadette Lee Collins.

Portland State University. For scholarships: \$100,000 from the New York Yankees.

Salve Regis University. For the library: a collection of art and music valued at \$250,000, from the family of Russell Walker.

San Jose State University. For a new building: \$1-million from Alao and Phyllis Simpson.

Transwestern State University. To establish a Chair of Excellence: \$500,000 from Thomas and Trish Platt.

University of California at Los Angeles. For a professorship in gerontology: \$300,000 from Elizabeth and Thomas Platt.

University of Kansas. Unrestricted bequest of \$115,000 from the estate of John C. Woodward.

University of Maryland at Baltimore. For the National Museum of Dentistry: \$1-million from Samuel D. Harris.

University of Toledo. For the National Center for Tooling and Precision Components: computer equipment valued at \$1-million from Intercontinental Business Machines Corporation.

University of Virginia. For the School of Engineering and Applied Science: \$100,000 from Alfred Signal Inc.

Virginia Wesleyan College. For professorship in English: \$100,000 from friends of Lambuth M. Clarke.

## PHILANTHROPY NOTES

■ Fund official has advice for grant applicants: Get to the point  
■ Columbia's library-conservation program going to U. of Texas

Educators hoping to attract foundation grants for unenclosed proposals should get to the point directly, says L. Steven Zwerling, a program officer in the Education and Culture division at the Ford Foundation.

"Send a two-page letter," he says, "and just lay it out—not a 30-page proposal in a Federal Express box with 14 different appendices. Just put it down—you know, starkly—and don't say, 'I will call you next week to arrange an appointment.' Honestly, it feels pushy."

The advice came as part of a series of suggestions that Mr. Zwerling presented to participants in a recent national conference on school-college collaboration. Among his other pointers:

■ "Do your homework" before writing. It is clear that a proposal fits with the foundation's grant-making history and priorities.

■ "Demonstrate that you are already a player" who has experience in the area covered by the proposal. At Ford, Mr. Zwerling said, "we don't fund just out-and-out, start-up kinds of things."

■ Provide evidence that the proposed project or activity is likely to become self-sustaining, rather than "something that needs to live on someone's money forever."

The "overriding" goal of Ford's education division is to "enhance access and equity for underserved, at-risk students," Mr. Zwerling said. The foundation also wants to institutionalize change, he said.

In evaluating proposals, he added, Ford officials consider the "organized impact" that individual grants can achieve in combination with all related programs.

—ROBERT J. JACOBSON

A program that trains library conservators, which once was part of the School of Library Service at Columbia University, will be relocated to the University of Texas at Austin with a grant from the National Endowment for the Humanities.

The Graduate School of Library and Information Science at Austin will receive \$75,000 and also be eligible for an additional \$86,000 in matching funds.

The library school at UT was one of a few leading library schools that expressed interest in acquiring funds from the foundation's Conservation Education Programs when Columbia announced in June 1990 that it was phasing out its library school.

The programs are the only graduate-level academic programs in conservators and preservation administrators for libraries and archives.

Columbia representatives visited the libraries of interested campuses before deciding to relocate the programs to Austin.

Columbia's program director, lecturers, Carolyn Harris and Paul Smith, will move to Austin this month.

The Texas school has renamed the program the Preservation and Conservation Education Programs for Libraries and Archives. "Co-

lumbia's programs were recognized as pre-eminent in the preservation-education field," said Harold Billings, general libraries director at UT. "That Texas can continue and advance that effort is literally a culture-saving measure for which scholars and the public will benefit."

—KRISTIN LIEB

The College Board says it will not restrict students' use of calculators on the mathematics section of the SAT test that will be introduced in March 1994.

In 1990 the College Board announced that calculators would be allowed on the revamped SAT, but it delayed the question of what models and types of students would be permitted to use.

It has since decided that all four-function, scientific, and even advanced-graphing models will be allowed. Students must supply their own calculators and the use of them will be optional. "Since the test questions measure problem-solving skills rather than computation," says Fred Mereno, a College Board spokesman, "there will be questions that can be more easily answered by calculator."

The National Council of Teachers of Mathematics has long supported the use of calculators in the classroom and on aptitude tests alike. But Cynthia H. Schuman, executive director of the National Center for Fair & Open Testing, says that the new policy might put low-income students at a disadvantage.

"It is inappropriate in a high-stakes testing situation to allow educators when calculator-based instruction is not readily available to all students," she says.

A spokesman for the Educational Testing Service, which provides the SAT, says SATs was still studying whether programmable calculators might make it easier for students to cheat.

A New York investment banker has pledged \$3-million to Lewis and Clark College for a building for humanities programs. The gift, from James F. Miller, is the largest commitment the college has ever received from a living person.

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## Minority Students Get Help in Seeking Advanced Degrees

Continued From Preceding Page  
from business people in the region. The institute has since received support from the Rockefeller Brothers Fund, the Ford Foundation, the Bristol Myers / Squibb Foundation, and private donors. Its cost this year is \$300,000.

### Six Hours of Classes a Day

The people who run the program are trying to raise the money to open a second institute next summer at Princeton University.

During the summer program, the students live on the campus here, and all of their expenses are paid. They attend classes for six hours a day—including every other Saturday—and listen to guest speakers in the afternoon.

The students learn how to draft personal statements that accompany their applications to graduate schools and receive pointers on taking the Graduate Record Examination.

In the course of the summer, they study 10 books from sociology, literature, history, and literary perspectives and complete daily writing assignments that frequently must be rewritten to please faculty members. Among the works they study are Frantz Fanon's *Black Skin, White Masks*, William Shakespeare's *The Tempest*, Roberto G. Fernandez's *Raining Backward*, and Claude McKay's *The Banana Bottom*.

The students' discussions frequently center on gender issues, sexuality, and racism. "There is a



Connecticut College's André R. Lee: The class discussions were sometimes heated.



Wesleyan University's Rosemary Polanco: She has gained confidence and learned about team work.

continuum in all we learn and discuss," says Gina Talioferro, who graduated from the program in 1990 and is now a teacher in the summer session. "Education carries into dormitories and cafeterias."

Course sessions are sometimes

intense. André R. Lee, a student from Connecticut College, finds himself shouting one day during a discussion of a student presentation on *The Banana Bottom*, which explores the life of a young Jamaican woman who is adopted by whites and moved to England.

"You have to remember we're talking about a 12-year-old girl," says Mr. Lee, trying to convince his classmates that a sexual encounter between an adult man and the girl was rape, not consensual sex. "She didn't seduce him."

"Willing to work!"

One student argues that in the early 1900's it was common for women to get married and have sex at a very young age. The justification does not entice Mr. Lee. "She was 12 and he was 25," he says. "The author even wrote that the man lost control."

Time runs out and another group must make a presentation, but Mr. Lee is still fuming. Later, outside, he sits with two friends and talks about the classroom discussion.

"I just can't deal with people taking rape so lightly," he says. The students here complain about the amount of work they are required to do, saying that the program tries to cram a semester of studying into just a few weeks. But they acknowledge that the work is never dull.

"You're willing to work because this is not boring 18th-century or medieval literature," says Christopher Davis, an English major who will be a senior this fall at Woburn College. "This stuff is pertinent."

### Returning to Teachers

The faculty members in the institute's summer program are administrators, professors, and teaching assistants during the academic year at colleges in the consortium. Some of the faculty members attended the program themselves and now are master's and doctoral candidates.

"Teachers need to tell kids they're the best thing since scrambled eggs and make them believe it," says Lisette Nieves, who participated in the institute in 1990 and is a faculty member this summer. She will travel to England in the fall

## Group at Occidental Offers a Safety Net for Gay Students

A student group of Occidental College will offer a financial safety net to undergraduates who want to tell their parents that they are homosexual or bisexual.

The Bisexual, Gay, and Lesbian Alliance is raising money for scholarships that, starting in the fall, will provide funds to students whose parents cut them off financially. So far, the group has raised more than \$1,000 for what it calls the Lambda Emergency Scholarship Fund.

The college is not donating any money to the fund, but it will help choose the scholarship recipients. "Students may be in terms of their own development, but they are ready to come out," says Kathy Kramer, Occidental's associate vice-president for student life, "but they don't because they are afraid their parents will sever all connections, including financial ones."

The new scholarship, she said, will let students concentrate on the emotional price of candor, not the financial one.

A committee that includes representatives of the student gay and lesbian group, the dean of students' office, and the financial-aid office will determine who gets the scholarships. Students will submit applications to the committee.

"In most cases, we're talking about just enough assistance to get them back on their feet," Ms. Kramer says. —CHRISTOPHER SHEA

Students

on a Rhodes scholarship to earn her master's degree in political science at Oxford University. "We all need to see people who inspire us. You can't underestimate the power of modeling."

The summer institute aims to build confidence in students, says Nick Rowe, who is teaching at Andover this summer and is a doctoral candidate at Boston University. "One student said to me, 'You're the first person in 15 years who told me I could write,'" Mr. Rowe recalls. "That felt pretty good."

### Team Work and Confidence

Rosemary Polanco, who will be a senior at Wesleyan University in the fall, says she is not used to being among the majority in a classroom setting and has learned about team work, written and verbal communications, and confidence.

She says students discuss issues at the institute that they could never discuss on their own campuses. "When you bring up race it invalidates your argument," Ms. Polanco says. "People tell you you're reading too much into things."

After the summer session, Mr. Wise will begin Phase 2 of the program: making frequent telephone calls to students to insure that their graduate-school applications are ready, and calling colleges and universities to be sure completed applications are received. He does this, he says, so qualified students like Mr. Zeballos don't slip through the cracks.

Mr. Zeballos says he is thankful. "I can't imagine how many Nobel Prize winners have died unwelcomed in the inner city," he says. —

## Side-lines

The University of Oregon has added to the list of a dying breed of college officials—athletics directors who are also coaches at colleges with big-time sports programs.

Oregon announced last week that Bill Brooks, who had been coaching football there for 15 years, would also become the university's top athletics administrator. Only two other athletics directors in the National Collegiate Athletic Association's Division I-A also coach teams.

The dual position has become less and less popular as a movement toward better checks and balances in college sports programs has gained momentum. Many of the 105 biggest football-playing universities have also seen a greater need for athletics directors with financial expertise, not just sports experience.

Myles Brand, Oregon's president, says that while Mr. Brooks' appointment may not be ideal with current trends, the coach was considered the best person for the job. He says that a special oversight procedure will be set up to guard against any conflicts of interest.

"We won't allow Rich Brooks to make decisions about Rich Brooks," Mr. Brand says.

Mr. Brooks will replace Bill Byne, who will be the University of Minnesota's athletics director.

In other action at Oregon, the former men's basketball coach, Dan Monson, has sued the state, seeking \$25,000 in compensation. Mr. Monson was relieved of his coaching duties in March after the Ducks' worst season in 21 years.

A Clemson University coach resigned last month, but not before accusing his bosses of making him a scapegoat for the institution's problems with the NCAA.

Las Gentry, an assistant coach of Clemson's men's basketball team, was charged by the NCAA in late June with committing four violations of the association's rules. Among other things, the NCAA said he had provided first-class airfare to a recruit and had lied to investigators.

Mr. Gentry did not deny the charges. But his lawyers complained that in expediting him with pay, Clemson had treated him much differently from other university officials who had been accused of violations.

The NCAA charged in December that Clemson officials had failed to maintain control over the basketball program. The association accused several officials of ignoring evidence that a top recruit, Wayne Buckingham, should have been academically ineligible to compete because of discrepancies in his high-school transcript.

One of the officials cited by the NCAA is B. J. Skellon, the dean of admissions and registration, who is now the association's second-ranked elected official and is due to become its president.

## Athletics



Collegians and recent graduates make up six of the seven members of this year's U.S. Olympic men's gymnastics team. Above, Chris Waller, a 1991 graduate of UCLA.

## Budget Cuts and NCAA Rules Said to Threaten Sports Programs That Nurture Olympic Talent

Officials complain that low-cost teams are forced to the sidelines in favor of football and basketball

By Peter Managhan

THE ATTENTION of the sports world is focused on Barcelona, where the Summer Olympic Games are in full swing.

But officials in many Olympic sports also have their eyes on campuses like Arizona State University, where budget cuts threaten the country's pre-eminent college archery and badminton programs, and the University of California at Los Angeles, which is just one of many colleges preparing to drop men's water polo.

Colleges have always been—and continue to be—a major source of Olympic talent in such sports as baseball, soccer, and, in the Winter Games, ice hockey. But coaches and officials in many other Olympic sports—such as men's gymnastics, water polo, men's volleyball, and swimming—increasingly question the colleges' commitment to the U.S. Olympic effort.

By far the major threat is financial. Officials in Olympic sports complain that when faced with athletics deficits, colleges are quick to eliminate relatively low-cost teams while avoiding cuts in the "major" sports of football and basketball.

In addition, in an effort to improve the academic performance of football and basketball players and reduce time demands on them, they say, the National Collegiate

Athletic Association has placed limits on weekly practice time. That hurts athletes in Olympic sports, who, they say, have relatively few of the academic and other problems that the time reductions are designed to solve.

### Swimmers Give Up Eligibility

Janet Evans and Summer Sanders, two top swimmers on the U.S. team, relinquished their remaining collegiate eligibility at Stanford University because they said the restrictions made it impossible for them to train while in college.

"I don't think there is a good deal of cooperation, unfortunately," said James L. Jones, athletics director at the Ohio State University. "I think that's a shame. I think one ought to be able to get a college education and prepare for the Olympics. Both of them are admirable goals."

NCAA officials and some other college sports administrators say they regret that budget cuts are forcing Olympic sports to the sidelines. The NCAA's executive director, Richard D. Schultz, has expressed interest in a proposal to have the United States Olympic Committee provide grants to colleges to keep struggling programs afloat. And the association has eased its rules to permit college athletes to receive

some training stipends from the governing bodies of Olympic sports.

Other college sports officials say that while they welcome Olympic athletes in their programs, preparing athletes for the Games is far from a primary goal.

Producing Olympic athletes "is a by-product of our program, not its purpose," says Ted Leland, athletics director at Stanford University, which has about 30 of its athletes, alumni, and coaches participating in the Summer Games in Barcelona. "We have a lot of things we're trying to accomplish. Far down the list is the preparation of Olympic athletes."

### The Perfect 'Feeder System'

The number of college athletes on American teams has declined over the last several Games, U.S. Olympic officials say.

You wouldn't know it by looking at some events. Every member of the U.S. baseball team, for example, is a current or recent collegian. Olympic baseball officials say the college game is the perfect "feeder system" for the Olympic team. Olympic soccer players must be no older than 23, so colleges provide most of the players for the American team.

In other sports, such as track and field

Continued on Following Page

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## Budget Cuts and NCAA Rules Said to Hurt Sports That Feed Olympics

*Continued From Preceding Page*  
Continued from preceding page. Like supporters of other at-risk sports, gymnastics backers are trying to cut costs. Coaches have asked the NCAA to reduce the per diem allowances, and to save \$30,000 a year by using advance-purchase air fares. They will ask NCAA members to permit money-losing championships to continue if colleges pay their own expenses.

### Protecting 'Revenue' Sports

The real concern for Olympic officials is such sports as men's volleyball, men's gymnastics, and fencing, which are far from a top priority in most college programs. In the lingo of college sports, football and men's basketball are the "revenue" sports. Colleges are often reluctant to cut financing for the sports because they fear that doing so will diminish their competitiveness and perhaps their ability to make money. They have that worry despite the fact that many big-time football and basketball programs generate revenue, but not a profit.

With the increasing attention being paid to equity for female athletes, women's sports also have been somewhat neglected from cuts. As a result, as financial pressures on sports programs have grown, the most susceptible teams have been men's "non-revenue" sports.

Over the past decade or so, membership in the NCAA has grown by about 75 colleges. Yet the number of institutions sponsoring teams in many Olympic sports has dropped drastically. Men's fencing has fallen to 49 from 82. Gymnastics for men has dropped to 41 from 104. Gymnastics for women to 82 from 178. Wrestling has lost more than a quarter of its support, to 275 colleges from 374, and rifle has dwindled to 50 colleges from 90.

Says Harvey Schiller, the USOC's executive director: "We see programs dropping at institutions that have traditionally produced a lot of Olympians, and that's a little frightening."

### Tournaments May Be Dropped

One implication of the cut is that some popular Olympic sports may soon be without a collegiate national tournament. To maintain a championship in a given sport, the NCAA requires that 75 percent of its members (or 59 of 843 colleges) field a team in the sport, or that the tournament itself make money.

If the NCAA's members had not voted last January to enact a moratorium until 1994 on championship discontinuations, men's gymnastics and men's volleyball would not now have a national tournament. Nor would fencing, rifle, and skiing. And without a championship, it is agreed, many more colleges would drop teams in those sports.

Until last year, gymnastics kept its championship by showing a profit. However, the events along \$90,000 in 1991, in part because of changes in several NCAA rules. For instance, the association doubled the per diem payments it provides

to athletes and coaches who qualify for national tournaments. Like supporters of other at-risk sports, gymnastics backers are trying to cut costs. Coaches have asked the NCAA to reduce the per diem allowances, and to save \$30,000 a year by using advance-purchase air fares. They will ask NCAA members to permit money-losing championships to continue if colleges pay their own expenses.

Stanford's M. Leland, who heads the NCAA's water-polo com-

**"We see programs dropping at institutions that have traditionally produced a lot of Olympians, and that's a little frightening."**

mittee, argues that some of the national governing bodies for Olympic sports are financially sound enough that they could co-sponsor NCAA championships. The NCAA is poised to enter into such a deal with USA Water Polo, which already is providing grants to help colleges start water-polo squads.

**"\$125,000 a Year Well Spent"**  
Gymnastics officials would like a similar arrangement. The United States Gymnastics Federation already holds a successful championship, without NCAA endorsement, for teams from the association's Divisions II and III. The event was designed to help colleges retain programs after the NCAA dropped lower-division championships in the sport in the mid-1980's.

"It has been \$125,000 a year well spent," says Robert Cowan, men's program administrator at the federation. He says the USOC has offered to co-sponsor a Division I event, but nothing has yet come of the idea.

College gymnastics programs are crucial to the U.S. Olympic men's team. Four of the seven members of this year's men's team are collegians; two others are recent graduates. "If we can't get the NCAA to totally change the way they're looking at non-revenue sports," Mr. Cowan says, "our salvation would be regional, corporate-sponsored competition."

With, say, Team Xerox competing against Team IBM.

The fate of small, Olympic sports is dramatically illustrated by proposed cuts at Arizona State University. In badminton and archery, Arizona State—the only institution in the country to offer scholarships in those sports—has long been a major force in training Olympians. In badminton this year, five of six U.S. Olympians played there; the Arizona State coach, Guy Chadwick, is also the Olympic coach.

Yet the university is proposing to shut down both programs, along with men's gymnastics, to cut costs. Supporters are outraged, because the three sports cost only \$400,000 a year, while the de-

partment's deficit is \$2.3 million.

Among sports with little college competition, men's volleyball is the great survivor. Although volleyball is the second most popular participatory sport in the country, after basketball, only 58 NCAA institutions field men's volleyball teams, making it one of the least-offered sports for men.

### Private Sponsors Step In

Despite the low numbers, colleges stock an American national team that is consistently an international force. Virtually every member of the last three Olympic teams received his basic training on a college team.

Because the U.S. Volleyball Association is financially strapped, corporate and private sponsors have stepped in to finance the creation of new college programs—eight have received \$6,000 each.

Only eight American colleges offer water-polo scholarships. So, like the backers of men's volleyball, USA Water Polo is awarding grants itself, to seed new college programs. Says Bruce Wigo, executive director of USA Water Polo: "The most cost-effective options are the ones colleges can find."

Olympic and NCAA officials have talked a lot in recent months about expanding such programs. In June, at a meeting of college sports officials, George Steinbrenner, a vice-president of the U.S. Olympic Committee, said the USOC could "give a lot of money on bricks and mortar" and revive financially ailing varsity programs, by paying to use college facilities rather than expanding Olympic training sites.

College officials like the idea, but it is far from fully hatched. Mr. Schiller, the USOC's executive director, says the committee "would have to change our procedures fairly drastically to make direct grants" to NCAA colleges.

And few governing bodies have the money to pay for it. "For the NCAA to attempt to dip into the pot," objects Jeff Diamond, a spokesman for US Swimming, "is a little outrageous."

### Rules Changes Possible

On another front, the USOC and the NCAA have formed a commission to try to modify the association's rules to encourage elite athletes to stay in college. The panel will examine the idea of offering stipends to individual athletes, a practice that the association now severely restricts.

Backers of several Olympic sports also dislike such rules as the practice limits, which restrict the time in which coaches may hold practice to 20 hours a week during the season and 8 hours a week in the off-season. Other workouts must be voluntary and unsupervised. The highly publicized cases of Ms. Ryana and Ms. Sanders focused attention on that subject.

But many supporters of Olympic sports say the limits force coaches to spend time wisely. Says Barbara Jackett, the Prairie View A&M University track coach and coach of the American Olympic women's track-and-field team: "There is no way our athletes are less prepared for the Olympics. Anything you have not done in two hours is a waste of time anyway."

## U.S. Probers Say 65 Miami Students Falsified Aid Data

By DEBRA E. BLUM

The U.S. Attorney's Office in Miami has asserted that 65 former and current students at the University of Miami—most of them athletes—had falsified financial-aid applications over a two-year period.

At a hearing here, which had been scheduled to assign lawyers to students who could not furnish their own, the public got its first glimpse of the scope of a case that had been investigated for more than a year by the Federal Bureau of Investigation, the U.S. Department of Education, and the U.S. Attorney's Office in Miami.

The investigations have centered on Tony Russell, a former academic-advising coordinator in Miami's athletics department, who said he had doctored Pell Grant applications without the knowledge of students or university officials. He has admitted that he falsified as many as 60 forms over 12 years, first at Ely High School in Pompano Beach, Fla., where he was the football coach, then at West Virginia State College, where he was an assistant football coach, and then at Miami.

Mr. Russell's case is being heard by a federal grand jury. Pell Grants, which run from \$200 to \$2,400, are reserved for needy students to supplement their scholarships. (The National Collegiate

Athletic Association says students on a full athletic scholarship receive a maximum of \$1,200 a year in Pell Grant money.)

The 65 Miami students accused of fraudulently obtaining federal aid were sent letters last month that offered to let them participate in a pretrial program. The offer would permit them to avoid prosecution on fraud charges by admitting wrongdoing, repaying any money they had acquired fraudulently, and cooperating "fully" with investigators.

### 40 Are Football Players

A spokesman for the U.S. Attorney's Office in Miami would not name any of the students involved, but he said that 40 of the 65 individuals were football players. Other athletes involved, he said, were on the swimming, tennis, golf, and track teams. At least two students implicated in the case are not athletes, he said.

At the federal hearing, Martin Goldberg, the assistant U.S. Attorney in Miami, said that many more students were involved in the case but that not all had been offered the pretrial deal. He did not elaborate.

Meanwhile, an NCAA spokesman said the association would not look into the matter until federal authorities complete their inquiries. He would not speculate as to what possible violations or sanctions might be involved. NCAA rules say a university could be banned from postseason competition and be forced to limit scholarships and other recruiting activities if it was found to have issued fraudulent grants.

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## Dispatch Case

The National Academy of Sciences has sent an unusual letter to a renowned Russian mathematician, condemning him for his anti-Semitic writings and deploring the small number of Jewish scientists at the mathematical institute in Moscow where he works.

The letter, a copy of which was made public last week, was sent this month to Igor R. Shafarevich by Frank Press, president of the academy, and James B. Wynnard, the academy's foreign secretary.

Mr. Shafarevich, who is head of the algebra section of the Steklov Institute, was elected a foreign associate of the American academy in 1974. That distinction honored many academy members who recently came across his anti-Semitic book, *Russophobia*, which, among other things, refers to Jews as "little people" who should be grateful for the opportunity to live in Russia.

"It was making me for a long time," says Lawrence A. Shepp, an astronomer at AT&T Bell Laboratories in Murray Hill, N.J., who brought a recently translated version of the book to the attention of academy members. Eventually, he says, "the venom built up" within the academy and led to a meeting of the academy's council, which voted unanimously to send the letter, the first such condemnation ever delivered to a member or foreign associate in the academy's 129-year history.

The letter notes that although many outstanding Russian mathematicians are Jewish, few, if any, Jewish researchers are employed by the Steklov Institute.

"If *Russophobia* represents an accurate expression of your views, and if our information of the composition of the algebra section is a reflection of your influence on hiring and appointment practices, you may wish to consider whether it is appropriate for you to maintain your membership in the National Academy of Sciences," Mr. Press and Mr. Wynnard wrote.

As of last week, the academy had not received a reply.

A Stanford University professor has been appointed chief executive of Sweden's university system.

Sig Hagström, a professor of materials-science engineering and director of Stanford's Center for Materials Research, will begin his six-year appointment on October 1. A native of Sweden and a graduate of the University of Uppsala there, he has taught at Stanford since 1986. Before that he was manager of the general-science laboratory at the Xerox Palo Alto Research Center.

Mr. Hagström will preside over the decentralization of Sweden's higher-education system, which has 37 colleges and universities. The change was made by the conservative government that came to power last fall after decades of socialist rule.

## International

## Fostering 'Pacific-Mindedness' Is Goal of New Head of East-West Center

He seeks to convey to Americans 'the common destiny we have with this vast region'

By Peter Monaghan



Michael Oksenberg, a Chinese apologist, says he now can immerse himself in Asia as a whole. "I'm increasingly convinced one cannot understand China unless one puts it in a broader context."

**M**ICHAEL OKSENBERG is determined to make more Americans aware of the importance of Asia and the Pacific—a region that accounts for 60 percent of the world's population.

Long a leading policy, Mr. Oksenberg this year took over the helm at the East-West Center in Hawaii, an education and research institution dedicated to the study of the region and the United States' role in it.

"How to convey effectively to the American populace the common destiny we have with this vast region is a supreme challenge," Mr. Oksenberg says. "It's going to be exhilarating for me to work on that problem."

### The Region Is Changing

The center—its official title is the Center for Cultural and Technical Interchange Between East and West—was established by Congress in 1960 as a place where American scholars, government and business officials, journalists, educators, and students could study, train, or conduct research with their counterparts from Asia and the Pacific.

Congress chose to put the center in Hawaii because it was the crossroads of what

has since come to be known as the Pacific Rim.

But the region is changing, Mr. Oksenberg says. Partnerships between and among nations have replaced the dependence of client nations on a principal power—the United States. Consequently, he says, the East-West Center has a new role: to foster "Pacific-mindedness," which he describes as an amalgam of many philosophies and cultures, from Confucianism and Hinduism to Japanese democracy.

Mr. Oksenberg's first six months of the center have not been without friction.

Some of the resident scholars and students have accused him of a heavy-handed approach to change.

But no one has questioned his credentials. Mr. Oksenberg spent 19 years as a

professor at the University of Michigan and was director of its Center for Chinese Studies when named to his new post. He also has had extensive experience in Washington, where he was a senior staff member in President Carter's National Security Council with special responsibility for China and Indochina. He is a member of the Trilateral Commission and the Committee on Scholarly Communication With the People's Republic of China.

### Published Widely on China

He has published several books on China, focusing on its economic relations with the rest of the world. He also edited *Beijing in Spring 1989: Confrontation and Conflict*, a collection of documents illustrating positions taken by the Chinese regime and the movement of dissident intellectuals before and after the Tiananmen Square massacre in 1989.

The East-West Center, he says, offers "an opportunity to broaden from being a China specialist to immersing myself in Asia as a whole."

"I'm increasingly convinced one cannot understand China unless one puts it in a broader context," he adds.

He describes the East-West Center as

Continued on Page A33

**The center will increase scholarships for students from places "where our capacity to make a difference is really considerable."**

## University Challenges Constitution in Effort to Woo Academics to Brazil

By DANIELA HART

SAO PAULO, BRAZIL—Challenging Brazil's constitution, the governing council of the country's largest and most prestigious university, the University of São Paulo, has voted to employ foreign academics on exactly the same terms as nationals.

Previously, foreigners were employed as visiting faculty members with renewable contracts and could not be promoted or hold administrative posts. Now they can even become rectors.

### 'It's a Historic Event'

At other public universities, however, the limits on the employment of foreign academics will stand. The constitution states that all public employees must be native-born or naturalized Brazilians.

"This is the first time a Brazilian university has taken such a decision," said José Antonio de Freitas Pucheco, director of the Institute of Astronomy and Geophysics at the University of São Paulo and a member of the university's Council. "It is a historic event. The uni-

versity began in 1934 with the participation of many distinguished foreign scholars."

According to Mr. Pucheco, the council based its decision on the constitutional guarantee of university autonomy. University lawyers interpreted the constitution's restriction on employing nationals in managerial and administrative posts and therefore not applicable to academics.

Although this interpretation could be challenged in court, Mr. Pucheco said he believed such an action was unlikely, as the university's decision received nationwide support from academics and even from the Minister of Education, José Goldemberg, a former rector of the University of São Paulo.

### Proposal to Congress

Mr. Goldemberg, who also is the Interim Secretary of State for the Environment, has sent a proposal to Congress for an amendment to the constitution that would allow foreign professors to be employed regularly at all of the country's

public universities with the same rights as Brazilians. He said he was confident the proposal would pass.

One reason Brazilian institutions are seeking foreign academics is a shortage, due in part to a wave of early retirements this year, of experienced faculty members.

"We have everything to gain from more foreign teachers' contracts," Mr. Pucheco said. "It is cheaper to have highly skilled people at a relatively small cost. And they bring new energy to the training of students and to research."

The Brazilian Embassy in Moscow has received a large number of inquiries about working in Brazil, often from experienced scientists. Researchers from the former Soviet Union and Eastern Europe ap-

pear willing to accept Brazil's low salaries and less-than-ideal working conditions.

Encouraged by this situation, the government of the state of São Paulo is financing a program that, over the next few years, will bring over 100 highly skilled scientists to work on different projects at the state's universities and research institutions.

### Temporary Jobs

At several universities in Brazil, professors from former Soviet republics have accepted jobs on a temporary basis. The Ministry of Education plans to bring a large number of scientists from the region in Brazil in the near future.

The dire economic situation at

most of Brazil's public universities and research institutions worries many academics.

"The policy toward science and technology in the country does not change, there is no sense in bringing in skilled foreign teachers," warned José Roberto Leite, director of the physics institute at the University of São Paulo.

The situation is slightly better in the wealthier state of São Paulo than elsewhere in the country, where, he said, public universities and research institutes are falling apart for lack of funds.

"If there is no money for the basic upkeep of universities, there are no conditions to bring anybody," he said.

## International

### Fostering 'Pacific-Mindedness' Is Goal of East-West Center's New Chief

Continued From Page A31

undergraduate programs, of their own.

The center's Board of Governors already has approved his suggestion that the center increase scholarships for students from the Pacific Islands, undeveloped Asian nations such as Bangladesh

700 students from Asia and the United States, most of them at the graduate level, to study at the University of Hawaii. Since the mid-1970's, it has sponsored about 300 master's and doctoral students a year. The number of scholarships declined as research became a more prominent activity of the center.

New about 100 of the sponsored students are from the United States and 200 from 30 Pacific Rim countries. The center also has begun awarding more fellowships to post-doctoral students interested in preparing dissertations on the Pacific Rim for publication.

Mr. Oksenberg has suggested that the center should continue that trend and provide more opportunities to students from countries with few graduate programs, or even

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practiced by the United States before the 1970's.

Mr. Oksenberg admits he is still learning how to lead the center. Soon after he arrived, some researchers and students criticized his administrative style as well as changes he was proposing, such as replacing permanent staff members who retire or resign with short-term visiting scholars.

Mr. Oksenberg says: "My style is to test out an idea and see how people react." He acknowledges, however, that figuring out how best to consult colleagues "is part of my education in what being an executive of an educational institution entails." (Last month, the center's Board of Governors approved many of his proposed changes.)

Tensions, Mr. Oksenberg says, have generated rumors and fears. One rumor that had intelligence operatives' being invited to the center was completely baseless, he says. He does contend, however, that military officers should be invited.

"It's unthinkable," he says, "that we not have people from various military organizations participate" in programs that address regional stability and development.

Despite his sometimes rocky start, Mr. Oksenberg says he remains upbeat about leading the center. The presidency, he says, provides him with "a sense of intellectual continuity" for an interest in China that he first acquired as a child: His father's hobby was studying Mongolia, Manchuria, Tibet, and Kazakhstan.

While an undergraduate at Swarthmore College, Mr. Oksenberg knew he wanted to pursue an academic career and was struck, he says, by the paucity of scholarship on the Chinese Revolution. China, he says, "clearly was going to be a rising power, and I sensed our nation needed some expertise."

His interest in China has never faded. In fact, he notes, the field has little attrition. "China is so intellectually challenging," he says, "that you know that at the end of a lifetime, you still won't understand the place."

**"It's unthinkable that we not have people from various military organizations participate" in programs that address regional stability and development.**

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To improve knowledge of Asia and Asians among people in the

Last summer, 40 professors spent six weeks at the center under that program. This summer's visitors have been given the additional opportunity to spend one month in Asia. Other such programs are under way or being planned for diplomats, government officials, journalists, and scholars in the arts and humanities.

In one other typical activity, the center has organized the Private Investment and Trade Opportunities Initiative, financed by the U.S. Agency for International Development, to promote cooperation between the United States and Asia.

### Resistance Remains

Unfortunately, Mr. Oksenberg says, much resistance to "Pacific-mindedness" remains throughout the region. Free and open scholarly and diplomatic exchange, he argues, remains an essential element in overcoming this resistance.

After the Chinese government's crackdown in 1989, Mr. Oksenberg criticized calls in the United States for isolating China. To do so at a time when "a greater China" linking China, Taiwan, and Hong Kong was evolving, he said, would be to return to the "reckless policy"

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## INTERNATIONAL NOTES

- Israel to consider proposals for an Arabic university
- Britain may phase out traditional three-term academic year
- Australia sets up fund to help Russian scientists immigrate

Israel's new government will consider establishing the country's first Arabic-language university.

During the negotiations last week over the formation of the new coalition, Israeli Prime Minister Yitzhak Rabin and his partners agreed to consider proposals for an Israeli university in which Arabic would be the language of instruction. The proposals were addressed to the Ashdod Democratic Party, which has promised to support the new government from outside the coalition.

Israeli Arab leaders have long advocated the establishment of such a university, which they say would both serve as a cultural and educational center for the country's Arab minority and help reduce what they claim is discrimination against Arabs in Israeli higher education.

The vast majority of Israeli political and educational leaders have always opposed the idea, on the grounds that such a university would serve as a center for Arab nationalism and be detrimental to Arab integration into Israeli society.

—HERBERT M. WATZMAN

The Australian government has established a fund to provide loans to help finance the immigration, as many highly qualified experts from Russia and other former Soviet republics do not have the hard currency to pay for the trip to Australia.

The fund is being used to assist a minimum of about 3,000 scientists and their families from the former Soviet Union and 3,000 from countries in Eastern Europe. The fund is administered on behalf of the government by an independent committee—the International Organization for Migration.

In the first year of the program, the organization expects to arrange the immigration of as many as 2,300 applicants.

Once approved and accepted,

following interviews with Australian immigration officials in Moscow or Eastern Europe, the scientists and their families will be offered financial assistance.

Any travel funds will have to be repaid after the families have resettled in Australia, usually over 12 months or more, depending on the amount.

In a letter sent to John Prescott, a professor at the University of Adelaide's Institute of Physics, a Russian scientist seeking advice about immigrating to Australia described the collapse of his country's scientific enterprise.

"The lack of state budgetary financing has caused large-scale staff reductions of scientific specialists," wrote Igor Yushin, a cosmology and with a minimum of cost.

—GEOFFREY MASLEN

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### Brain Drain Sees

The international academic boycott officially ended in October after the Commonwealth nations decided to lift "person-to-person" sanctions against South Africa, a move that was supported by the ANC. While it was in force, the boycott prevented many South African academics from attending international conferences or having their scholarly work published abroad. Many observers said the boycott had contributed to the country's brain drain.

Lindelve Mabandla, administrative secretary of the ANC's education department, said the organization would not call for a reimposition of the academic boycott. However, he said the ANC would "clearly sympathize" with what the student congress was seeking to achieve through its campaign. Teboho Mofa, newly elected

## Data General TRAINING CENTER WOODSTOCK, CONNECTICUT

### A Well Positioned Campus in Rural Connecticut.

In 1981 the former Amherst College was converted into a complete corporate training facility by Data General Corporation. The Center consists of seven buildings totaling 227,000 square feet on 144 acres along Connecticut's scenic Route 169. Included are three modern, well-equipped dormitory buildings with 264 rooms, a cultural arts center, and an institutional building.

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The town of Woodstock is centrally located with exceptional access throughout New England. Within 90 minutes of the region's four major metropolitan areas—Hartford, Providence, Springfield, and Boston.

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## Naming Dropping

IN RECENT YEARS, many institutions have sought to change from colleges to universities. For instance, Christopher Newport College became Christopher Newport University on July 1. (It was founded as part of the College of William and Mary in 1960).

In a twist, the College of Charleston—founded in 1770—has spawned the University of Charleston, but will retain its original name for most of its activities. The University of Charleston comprises "the graduate, research, and grant programs" and has a newly named chancellor, **Gordon E. Jones**, who will work with the president of the college, now **Harry M. Lightsey, Jr.** Mr. Lightsey will be succeeded by **Alex Sanders** on October 1.

After **Steven Altman**, president of the University of Central Florida, resigned abruptly a year ago after reports of his using escort services, the university lost no time in naming his successor, **John C. Hitt**, provost and interim president of the University of Maine, was named last December and took office in March.

Mr. Hitt has been working to put together a new administrative team. He was helped toward that end last month when Provost **Richard Astro** and **Michael Bass**, vice-president for research, both resigned, effective in August 1993. Mr. Astro, who came to the university in 1986, is a tenured professor of English. Mr. Bass—at the university for five years—plans to remain on the physics faculty and spend more time on his laser research.

As for Mr. Altman: He has moved to Southern California and started a management-consulting business.

A strange, and strained, situation developed at the University of Colorado at Denver's graduate school of education last month when its dean refused to vacate his office for his successor, **William F. Grady** had been informed last December that his contract would not be renewed and **Tom Bellamy**, former dean of the school of education at Drake University, was named to succeed him, effective July 1. Mr. Grady contends that there is a year left on his contract. The matter is now in the hands of the lawyers.

Citing the state's continued financial crisis, the California State University Board of Trustees recently approved salaries for three new campus presidents but no raises for incumbents. Said **Betty Munitz**, the system's chancellor: "Our sitting presidents' salaries are below compensation paid to some deans elsewhere, not only behind presidents of other universities. Sometime in the future we have to address getting our people more competitive."

AIDS has had a major effect on many college campuses: Virtually every week, at least one of the deaths noted in our columns can be laid to the disease.

A new example of openness arrived at *The Chronicle's* offices last week in the form of a press release from the University of Minnesota at Morris, announcing the resignation of **Edward Revolsinski**, vice-chancellor for finance, stating: "Revolsinski has been diagnosed with having Acquired Immune Deficiency Syndrome."

Mr. Revolsinski was quoted as saying: "I have greatly appreciated the opportunity to serve the Morris campus of the University of Minnesota. The quality of the people, their strong work ethic, and commitment to this campus is beyond reproach. I have valued my tenure here."

## Gazette

APPOINTMENTS, RESIGNATIONS, &amp; DEATHS



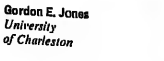
Carol D. Surles  
California State University  
at Hayward



Kalyan K. Ghosh  
Worcester State College



Narcisca A. Polonio  
Harcum Junior College



Gordon E. Jones  
University of Charleston



Anne Rankin Mahoney  
University of Denver

- **New college and university chief executives:** Condie Cmpus of Phillips Junior College, Leslie E. Pritchard; East Texas Baptist U., Bob E. Riley; Graduate Theological Union, Augustine Martinez; Nazarene Theological Seminary, A. Gordon Wotmore; Orlando College-South of Phillips Colleges Inc., Barbara A. Huybers; Phillips Junior College (Mo.), Barbara Lovin; Tampa College-Pinellas County Campus of Phillips Colleges Inc., Mark Kalyan K. Ghosh; Yosemite Community College District, Pamela Fisher.
- **Other new chief executive:** Association for the Advancement of Social Work With Groups, John H. Ramey.

## Appointments, Resignations

**Josephine Alexander**, professor of special education at Our Lady of the Lake College of the School of Education and Critical Studies.

**Allen O. Baldwin**, acting vice-president for academic affairs and dean of Loyola U. Chicago, to vice-president.

**Roland E. Beale**, academic dean of College of Mount St. Joseph, to vice-president for academic affairs and dean of Loyola U. Chicago, to vice-president.

**James B. Bennett**, director of corporate, clinical, and group support at Pennsylvania State U., to vice-president for development and university relations at Pennsylvania State U.

**Glenn R. Boehm**, vice-president for academic affairs and dean of faculty of Columbus Theological Seminary (Ga.), to president of Graduate Theological Union.

**John B. Cooley**, former associate dean of business at Indiana State U., to dean of business and research at Palomar College, to director of residence life at Marian College (Wb.).

**Robert C. Brown**, vice-chancellor for academic affairs at U. of Maine System, to academic affairs at U. of Maine System, to academic affairs at U. of Maine System.

**John C. Hitt**, provost and interim president of the University of Maine, was named last December and took office in March.

**John C. Hitt**, provost and interim president of the University of Maine, was named last December and took office in March.

**Tim R. Dabow**, associate director of alumni affairs at Allegheny College, to director of alumni and parent relations at Allegheny College.

**John D. Dabow**, consultant in Human Resources at Allegheny College, to consultant in Human Resources at Allegheny College.

**Robert E. Dabow**, consultant in Human Resources at Allegheny College, to consultant in Human Resources at Allegheny College.

**John D. Dabow**, consultant in Human Resources at Allegheny College, to consultant in Human Resources at Allegheny College.

**John D. Dabow**, consultant in Human Resources at Allegheny College, to consultant in Human Resources at Allegheny College.

**Product Strategy Institute** in the management center at Claremont Graduate U. to vice-president for administration and business affairs at California State U. at Hayward.

**William A. Farris**, Jr., director of trust funds at U. of California, to director of trust funds at U. of California.

**John H. Farris**, Jr., director of trust funds at U. of California, to director of trust funds at U. of California.

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**Technology**, to vice-president for development at Carnegie Mellon U.

**Gordon E. Jones**, dean of the school of science and mathematics at College of Charleston, to chancellor of the college's U. of Charleston.

**John H. Farris**, Jr., director of trust funds at U. of California, to director of trust funds at U. of California.

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**Carol D. Surles**, former vice-president for academic affairs at Jackson State U., to vice-president for administration and business affairs at California State U. at Hayward.

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## STATEMENT

On June 26, 1992, the University of Pennsylvania and Dr. Rosalie Tung entered into a settlement agreement resolving charges of employment discrimination first filed by Dr. Tung in 1985. The settlement was concluded on terms agreeable to both parties, and without any findings or admissions of fault or liability. As part of the settlement, the parties have agreed to the following statement:

In 1985, Rosalie Tung, then an Associate Professor, was denied tenure by the Wharton School, University of Pennsylvania. After considering her complaint, a Faculty Grievance Panel concluded that certain procedural irregularities had occurred. The Panel further concluded that these irregularities, although not individually significant, when taken collectively resulted in a flawed review of Dr. Tung's qualifications. The University administration accepted this conclusion and agreed that the review process did not result in an adequate review of Professor Tung's performance, qualifications, and credentials.

## Deaths

**H. Verlan Anderson**, 77, former professor of accounting at Brigham Young U., July 16 in Brem, Utah.

**Michael S. Beaver**, 80, former professor of materials science and engineering at Massachusetts Institute of Technology, July 17 in Cambridge, Mass.

**Robert H. Heston**, 81, former professor of physics at Rensselaer Polytechnic Institute, July 17 in Troy, N.Y., technical institute, July 17 in Troy, N.Y.

**Anthony Long**, 55, associate dean of the school of dentistry at Boston U., July 22 in Boston, Mass.

**Allen N. Heston**, 65, professor of computer science at Carnegie Mellon U., July 19 in Pittsburgh.

**James G. Heston**, 79, former director of the master's program in reading and language in the graduate school of education at Harvard U., July 21 in Belmont, Mass.

**Joseph L. Heston**, 34, assistant professor of management at Gallatin College, July 15 in Washington.

**George L. Heston**, 79, former assistant professor of agriculture and former director of agricultural economics at U. of California at Berkeley, July 25 in San Antonio.

**F. B. Heston**, 80, former professor of philosophy and law at Yale U., July 22 in Exeter, N.H.

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